

## DOCUMENT RESUME

ED 202 781

SO 013 402

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TITLE The Cultural Exchange, A Cross-Cultural and Interdisciplinary Multicultural Education Curriculum for Grades 4-8. Probe Cards [and] Probe Booklets.  
INSTITUTION Humboldt County Office of Education, Eureka, Calif.  
SPONS AGENCY California State Dept. of Education, Sacramento. Bureau of Elementary and Secondary Education.  
PUB DATE 80  
NOTE 255p.; For related documents, see SO 013 401-405.  
AVAILABLE FROM Humboldt County Office of Education, 901 Myrtle Avenue, Eureka, CA 99501 (The Cultural Exchange Curriculum Program which includes a filmstrip/cassette is sold for \$60.00).  
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.  
DESCRIPTORS \*Cultural Awareness; Drama; Educational Objectives; Elementary Education; Fine Arts; \*Interdisciplinary Approach; Junior High Schools; Language Arts; \*Learning Activities; Mathematics; \*Multicultural Education; Reading; Social Studies; \*Teaching Methods; Values Clarification; Values Education

## ABSTRACT

These student probe cards for grades 4-8 provide a variety of values-oriented activities to help students explore, understand, and appreciate culturally diverse values. Activities are matched to one of seven objectives and are cross-referenced to the subject areas of social science, mathematics, fine arts, drama, physical education, language arts, and reading. The seven objectives are that the student will identify important elements in a given situation dealing with likenesses and differences among people; act upon chosen values in role playing, define and list different values that people may have in a given situation, define respect, identify prejudice, identify his own dislikes as opposed to prejudice, and demonstrate procedures for coping with values conflicts. Specific activities include devising a coat of arms, listing human needs, making a mosaic of pictures of American people, reading books about other cultures, replying to "Dear Terry" letters dealing with cultural problems, comparing African and American values, learning cultural dances, and responding to numerous situations involving values and decision making. A probe booklet provides a diagnostic assessment for students to be used with the probe cards. (KC)

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THE CULTURAL EXCHANGE, A CROSS-CULTURAL AND INTERDISCIPLINARY  
MULTICULTURAL EDUCATION CURRICULUM FOR GRADES 4-8.  
PROBE CARDS [and] PROBE BOOKELTS.

by  
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HUMBOLDT COUNTY OFFICE OF EDUCATION  
EUREKA, CALIFORNIA

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

# Probe Cards

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This work was developed under a state-administered grant of federal ESEA, Title IV-C funds from the California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814. However, the content does not necessarily reflect the position or policy of the Department or of the U.S. Department of Education; no official endorsement of this work should be inferred.

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## TABLE OF CONTENTS

### OBJECTIVE ONE

| <i>Activity Name</i>          | <i>Number</i> |
|-------------------------------|---------------|
| Smiley Tags.....              | One           |
| Coat of Arms, Worksheet ..... | Two           |
| Human Needs .....             | Three         |
| Self Portrait.....            | Four          |
| Similarity Search.....        | Five          |
| Twin List.....                | Six           |
| Star Colors, Worksheet .....  | Seven         |
| Mosaic Mobiles .....          | Eight         |
| Interesting Differences ..... | Nine          |
| Friendship Tape .....         | Ten           |
| Mug Shots.....                | Eleven        |
| Attitude Analysis .....       | Twelve        |
| Human Rights.....             | Thirteen      |

### OBJECTIVE TWO

| <i>Activity Name</i>             | <i>Number</i> |
|----------------------------------|---------------|
| Story Time, Worksheet .....      | Fourteen      |
| Choices .....                    | Fifteen       |
| Dear Terry, Five Worksheets..... | Sixteen       |

### OBJECTIVE THREE

| <i>Activity Name</i>                     | <i>Number</i> |
|------------------------------------------|---------------|
| Case Study .....                         | Seventeen     |
| You Must've Been A Beautiful Baby! ..... | Eighteen      |
| Circular Motion.....                     | Nineteen      |
| Blackboard Survey .....                  | Twenty        |
| Value Conflict I .....                   | Twenty-One    |
| Value Conflict II .....                  | Twenty-Two    |
| Value Conflict III .....                 | Twenty-Three  |

## TABLE OF CONTENTS (continued)

| <i>Activity Name</i>    | <i>Number</i> |
|-------------------------|---------------|
| U.S. A Collage. ....    | Twenty-Four   |
| Values Comparison. .... | Twenty-Five   |
| Yummies. ....           | Twenty-Six    |
| Dances. ....            | Twenty-Seven  |
| Holidays. ....          | Twenty-Eight  |

### OBJECTIVE FOUR

| <i>Activity Name</i>            | <i>Number</i> |
|---------------------------------|---------------|
| Friendship Building. ....       | Twenty-Nine   |
| Feelings of Others. ....        | Thirty        |
| Conspiracy. ....                | Thirty-One    |
| Personal Interview. ....        | Thirty-Two    |
| Deliciously Different. ....     | Thirty-Three  |
| Unfinished Bulletin Board. .... | Thirty-Four   |
| "Do Your Own Thing" . ....      | Thirty-Five   |
| "A Little Joke" . ....          | Thirty-Six    |

| <i>Activity Name</i>                     | <i>Number</i> |
|------------------------------------------|---------------|
| <b>OBJECTIVE FIVE</b>                    |               |
| Jello Magic. ....                        | Thirty-Seven  |
| <u>Sneetches</u> . ....                  | Thirty-Eight  |
| Apple Experience. ....                   | Thirty-Nine   |
| Container Game. ....                     | Forty         |
| Frame Up. ....                           | Forty-One     |
| Un-Bulletin Board. ....                  | Forty-Two     |
| Free Associations. ....                  | Forty-Three   |
| Brainstorming. ....                      | Forty-Four    |
| "Unlearning 'Indian' Stereotypes" . .... | Forty-Five    |
| "The Rabbit Brothers" . ....             | Forty-Six     |
| "Summer Camp" . ....                     | Forty-Seven   |
| Dislike vs. Prejudice. ....              | Forty-Eight   |

## TABLE OF CONTENTS (continued)

### OBJECTIVE SIX

| <i>Activity Name</i>        | <i>Number</i> |
|-----------------------------|---------------|
| Dislike or Prejudice? ..... | Forty-Nine    |
| What Do You Prefer? .....   | Fifty         |
| Personal Dislikes .....     | Fifty-One     |

### OBJECTIVE SEVEN

| <i>Activity Name</i>          | <i>Number</i> |
|-------------------------------|---------------|
| Conflict Situation I .....    | Fifty-Two     |
| Conflict Situation II .....   | Fifty-Three   |
| T.V. Critique .....           | Fifty-Four    |
| Stereotyping I .....          | Fifty-Five    |
| Stereotyping II .....         | Fifty-Six     |
| Stereotyping III .....        | Fifty-Seven   |
| Simulation .....              | Fifty-Eight   |
| Walk A Mile in my Shoes ..... | Fifty-Nine    |
| Role-Playing .....            | Sixty         |
| Role-Exchange! .....          | Sixty-One     |
| Prejudice In America .....    | Sixty-Two     |
| Decisions! .....              | Sixty-Three   |

# **CROSS-REFERENCING OF VALUES ACTIVITIES WITH CURRICULUM AREAS**

| <b>CURRICULAR AREA</b> | <b>OBJECTIVE</b> | <b>ACTIVITY NUMBER</b> |
|------------------------|------------------|------------------------|
| <b>SOCIAL SCIENCE</b>  | <b>ONE</b>       | <b>11, 12</b>          |
|                        | <b>THREE</b>     | <b>26, 27, 28</b>      |
|                        | <b>FIVE</b>      | <b>44, 45</b>          |
|                        | <b>SEVEN</b>     | <b>52, 53, 58, 62</b>  |
| <b>MATH</b>            | <b>FIVE</b>      | <b>41, 43</b>          |
|                        | <b>SIX</b>       | <b>51</b>              |
|                        | <b>SEVEN</b>     | <b>54, 56</b>          |
| <b>FINE ARTS</b>       | <b>ONE</b>       | <b>2, 4, 7, 8, 9</b>   |
|                        | <b>THREE</b>     | <b>24</b>              |
|                        | <b>FIVE</b>      | <b>45</b>              |
|                        | <b>SIX</b>       | <b>50</b>              |
| <b>DRAMA</b>           | <b>THREE</b>     | <b>25</b>              |
|                        | <b>FOUR</b>      | <b>33</b>              |
| <b>P.E.</b>            | <b>THREE</b>     | <b>27</b>              |

# **CROSS-REFERENCING OF VALUES ACTIVITIES WITH CURRICULUM AREAS**

| <b>CURRICULAR AREA</b>          | <b>OBJECTIVE</b> | <b>ACTIVITY NUMBER</b>                        |
|---------------------------------|------------------|-----------------------------------------------|
| <b>LANGUAGE ARTS -- ORAL</b>    | <b>ONE</b>       | 3, 4, 5, 10                                   |
|                                 | <b>TWO</b>       | 13, 14, 15, 16                                |
|                                 | <b>THREE</b>     | 17, 18, 19, 20, 21, 22, 23,<br>25, 28         |
|                                 | <b>FOUR</b>      | 29, 30, 31, 32, 35, 36                        |
|                                 | <b>FIVE</b>      | 37, 38, 39, 40, 41, 42, 43,<br>45, 46, 47, 48 |
|                                 | <b>SIX</b>       | 49, 50, 51                                    |
|                                 | <b>SEVEN</b>     | 52, 53, 54, 58, 59, 60, 61, 63                |
| <b>LANGUAGE ARTS -- WRITTEN</b> | <b>ONE</b>       | 1, 3, 6, 9                                    |
|                                 | <b>TWO</b>       | 13, 14                                        |
|                                 | <b>THREE</b>     | 19                                            |
|                                 | <b>FOUR</b>      | 29, 32                                        |
|                                 | <b>FIVE</b>      | 43, 46, 48                                    |
|                                 | <b>SEVEN</b>     | 54, 63                                        |
| <b>READING</b>                  | <b>ONE</b>       | 6, 12                                         |
|                                 | <b>TWO</b>       | 14, 16                                        |
|                                 | <b>THREE</b>     | 26, 27                                        |
|                                 | <b>FOUR</b>      | 34                                            |
|                                 | <b>FIVE</b>      | 39, 44                                        |
|                                 | <b>SIX</b>       | 49                                            |
|                                 | <b>SEVEN</b>     | 55, 57, 63                                    |

## GOAL

The student will demonstrate an increase in the social interaction skill of valuing and accepting individual differences, and respecting the worth of individuals and groups different from himself/herself.

- Objective 1:** The student will identify five things that are important to him/her in a given situation dealing with likenesses and differences among people.
- Objective 2:** The student will demonstrate his/her ability to act upon chosen values in role-playing and forced-choice activities, and also as they pertain to world problems and classroom situations dealing with likenesses and differences.
- Objective 3:** The student will be able to define a value and will be able to list different values and opinions that others might have in a given situation dealing with likenesses and differences among people.
- Objective 4:** The student will be able to define respect and demonstrate an awareness and respect for the feelings and values of others.
- Objective 5:** The student will be able to identify prejudice in his/her own words and to give examples of it.
- Objective 6:** The student will be able to identify his/her own dislikes as opposed to prejudices and support these dislikes with reasons.
- Objective 7:** The student will demonstrate procedures for coping with values conflicts.

# **PROBE CARD TRACKING SHEET      (continued)**

Teacher \_\_\_\_\_

Grade Level \_\_\_\_\_

School \_\_\_\_\_

Year \_\_\_\_\_

**DATE**

**DATE**

## **OBJECTIVE FOUR**

- 29. FRIENDSHIP BUILDING.....
- 30. FEELINGS OF OTHERS.....
- 31. CONSPIRACY.....
- 32. PERSONAL INTERVIEW.....
- 33. DELICIOUSLY DIFFERENT.....
- 34. UNFINISHED BULLETIN BOARD.....
- 35. "DO YOUR OWN THING".....
- 36. "A LITTLE JOKE".....

## **OBJECTIVE FIVE**

- 37. JELLO MAGIC.....
- 28. SNEETCHES.....
- 39. APPLE EXPERIENCE.....
- 40. CONTAINER GAME.....
- 41. FRAME UP.....
- 42. UN-BULLETIN BOARD.....
- 43. FREE ASSOCIATIONS.....
- 44. BRAINSTORMING.....
- 45. "UNLEARNING 'INDIAN' STEREOTYPES".....
- 46. "THE RABBIT BROTHERS".....
- 47. "SUMMER CAMP".....
- 48. DISLIKE VS. PREJUDICE.....

## **OBJECTIVE SIX**

- 49. DISLIKE OR PREJUDICE?.....
- 50. WHAT DO YOU PREFER?.....
- 51. PERSONAL DISLIKES.....

## **OBJECTIVE SEVEN**

- 52. CONFLICT SITUATION I.....
- 53. CONFLICT SITUATION II.....
- 54. T.V. CRITIQUE.....
- 55. STEREOTYPING I.....
- 56. STEREOTYPING II.....
- 57. STEREOTYPING III.....
- 58. SIMULATION.....
- 59. WALK A MILE IN MY SHOES.....
- 60. ROLE-PLAYING.....
- 61. ROLE-EXCHANGE.....
- 62. PREJUDICE IN AMERICA.....
- 63. DECISIONS!.....

## PROBE CARD TRACKING SHEET

Teacher \_\_\_\_\_

Grade Level \_\_\_\_\_

School \_\_\_\_\_

Year \_\_\_\_\_

DATE

DATE

### OBJECTIVE ONE

1. SMILEY TAGS . . . . .
2. COAT OF ARMS, WORKSHEET . . . . .
3. HUMAN NEEDS . . . . .
4. SELF PORTRAIT . . . . .
5. SIMILARITY SEARCH . . . . .
6. TWIN LIST . . . . .
7. STAR COLORS, WORKSHEET . . . . .
8. MOSAIC MOBILES . . . . .
9. INTERESTING DIFFERENCES . . . . .
10. FRIENDSHIP TAPE . . . . .
11. MUG SHOTS . . . . .
12. ATTITUDE ANALYSIS . . . . .
13. HUMAN RIGHTS . . . . .

### OBJECTIVE TWO

14. STORY TIME, WORKSHEET . . . . .
15. CHOICES . . . . .
16. DEAR TERRY, FIVE WORKSHEETS . . . . .

### OBJECTIVE THREE

17. CASE STUDY . . . . .
18. YOU MUST'VE BEEN A  
BEAUTIFUL BABY! . . . . .
19. CIRCULAR MOTION . . . . .
20. BLACKBOARD SURVEY . . . . .
21. VALUE CONFLICT I . . . . .
22. VALUE CONFLICT II . . . . .
23. VALUE CONFLICT III . . . . .
24. U.S. A COLLAGE . . . . .
25. VALUES COMPARISON . . . . .
26. YUMMIES . . . . .
27. DANCES . . . . .
28. HOLIDAYS . . . . .

## **OBJECTIVE ONE**

**The student will identify five things that are important to him/her in a given situation dealing with likenesses and differences among people.**

# Smiley Tags

## LEARNING

Students will appreciate that every person possesses positive traits.

## MATERIALS

Large name tags for desks.

## PROCEDURE

1. While pupils are still learning names, distribute large desk tags.
2. Classmates can add positive adjectives around the labels as they discover new things about their peers.
3. Encourage them to work hard to find out more about those they do not know well. The teacher also participates!!

## DEBRIEFING

At a later time, upon completion of the activity you may want to discuss the results. Possible focus questions might be:

- What did you discover about yourself and others that you did not know before?
- What techniques did you use to find out about others?
- What additional positive adjectives would you like to have on your label?
- How can you help others see you this way?

# Coat of Arms

## LEARNING

Students will explore some of the things they value in themselves.

## MATERIALS

Shield Worksheet.

## PROCEDURE

During the days of the knights and feudal kings, each knight had a shield to protect him in battle. Instead of his name, each man had a symbol engraved upon his shield to show ownership. This symbol was something he was proud of about himself.

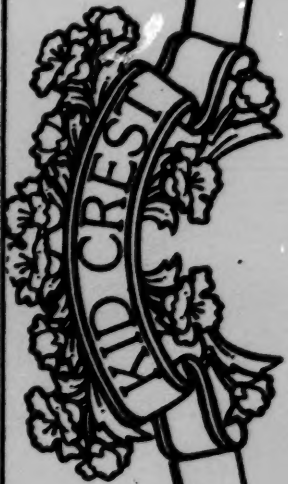
1. Give each student his/her own shield which is divided into three sections. This activity will help the students get in touch with some of the things they value about themselves.
2. In the first section have them draw a symbol or picture of something they are good at.

- . In the second section have them draw something that is important to them.
- . In the third section write three sentences they would like their friends to say about them.

This activity can be used at various times during the school year. Change the contents of each section of the shield and strive for further development of self-awareness and self-identity. The teacher can model the behavior of openness and trust by taking part in this activity with the students.

## **DEBRIEFING**

- What did you learn about yourself?
- What did you learn about others?
- What type of things do you have in common with your classmates?
- Is there something about you that shows you are different from your classmates?



# Human Needs

## LEARNING

Students will explore what they value in terms of physical and emotional needs.

## MATERIALS

Pencil, paper

## PROCEDURE

1. Have students make a list of all things they think are essential for living. Have students consider their physical and feeling needs.
2. Have students take a survey of several persons, asking each one to check the need if they also consider it essential to living. Persons being interviewed may wish to add new considerations to the list.

## **DEBRIEFING**

Have students form small groups and go over the compiled data list-

What were the ten most common needs?

Were your needs similar to other people's needs?

# Self Portrait

## LEARNING

All students will realize that all people have physical similarities and differences, which make each of us unique.

## MATERIALS

Construction paper  
Crayons, paint, chalk, water-soluble felt pens  
Yarn (hair colors)  
Glue  
Mirror

## PROCEDURE

1. Using the above materials have students design a self-portrait.
2. Upon completion of the portraits have students pin them on a selected bulletin board.

## DEBRIEFING

Who looks most like you? In what ways?

What things do you like most about your portrait?

What is it about your portrait that makes you unique?

What was most important to you in drawing a picture of yourself?

# Similarity Search

## LEARNING

Students will learn to recognize that likenesses and differences among people are both visible and invisible.

## MATERIALS

None

## PROCEDURE

1. Divide the class into small groups.
2. Each group studies itself and prepares to tell others all the ways in which its members are alike — all wear shoes, all have two eyes, etc., and all the ways in which group members are different — hair color, complexion, etc.

## **DEBRIEFING**

Guide the pupils to discover that all these are visible, exterior likenesses and differences.

Raise other questions: What are some differences that can't be seen (likes, feelings, etc.)?

Some likenesses that can't be seen?

# Twin List

## LEARNING

Students will become aware that they have characteristics in common with many other classmates.

## MATERIALS

Paper  
Pencil

## PROCEDURE

1. Locate your twin by listing on a sheet of paper such personal characteristics as your favorite food, sport, dominant physical feature, likes and dislikes.
2. Compare lists to identify the person who has the same trait for each item on your list.
3. Just for fun, find your opposite.

## **DEBRIEFING**

**Who is most like you? Most different?**

**Would you have chosen the same persons without checking  
lists?**

**What was the most important thing you learned about your-  
self? Others?**

# Star Colors

## LEARNING

Students will appreciate that our differences make us special.

## MATERIALS

"Star" Worksheet for each child.

## PROCEDURE

1. Have each student color his/her star the appropriate colors.
2. Have students compare their stars. Each student's star should be uniquely different because each child is uniquely different. Our differences make us special.
3. Are there any ways you are alike?

## **DEBRIEFING**

**Who's star is the most like yours? How is that person like you?**

**Who's star is the least like yours? How are you different?**

## ACTIVITY 7 WORKSHEET

Color your star your  
appropriate colors.  
Write your name in  
the middle circle.

My eye color

My skin color

My hair color

My favorite color

My mood color

# Mosaic Mobiles

## LEARNING

Students will illustrate that America is a mosaic of people who are both alike and different.

## MATERIALS

Tagboard  
Rubber cement glue  
String

## PROCEDURE

1. Have each student bring to class a large picture of "any person in America."
2. Mount each picture on tagboard.
3. Place the pictures in groups of three and join them at the corners with string to form a three-sided tube with pictures on the outside of tube. (Placing pictures on the inside is quite interesting, too!)

## **DEBRIEFING**

**Describe some of the people on the mobiles.**

**How are they alike?**

**How are they different?**

**What does this tell us about America?**

# Interesting Differences

## LEARNING

Students will appreciate the idea that differences make life interesting.

## MATERIALS

5 or 6 different types of music (classical, folk, rock, band, opera, etc.)

Paper

Pencil

Cassette tape

## PROCEDURE

1. Tape record a short section of each of the above types of music.
2. Place tape and cassette recorder at learning center.

3. Have students write a short two or three sentence paragraph about each section describing what is interesting about each.
4. As students listen to music have them think of a mood that the music reminds them of.

### DEBRIEFING

- How would you feel if all the music sounded the same?
- Which of the new kinds of music you've heard today would you like to listen to again?

# Friendship Tape

## LEARNING

Students will discover the values that are important to them in friendship.

## MATERIALS

Cassette Recorder  
Blank Cassette

## PROCEDURE

1. Ask pupils to tape anonymous responses to this open-ended sentence: I (would, would not) enjoy having a best friend from another culture because \_\_\_\_\_  
\_\_\_\_\_
2. Listen to the tape during a group time and compare responses.

## **DEBRIEFING**

**When you were responding to this statement, did you think about people you know from other cultures, what people have said about people from other cultures, or what you have read?**

**What are your reasons for feeling as you do?**

**Brainstorm qualities you want or value in a friend.**

# *Plug Shots*

## LEARNING

Students will discover the values that are important to them in making friends.

## MATERIALS

Portraits of children from various cultures: "The Many Faces of Children Posters" by Developmental Learning Materials, 1972.

## PROCEDURE

Show pupils portraits of children in other cultures; (include one from their own culture(s). Ask, "Which of these children would you most likely choose for a good friend?"

## DEBRIEFING

Why did you make the choice you did?

What does your choice tell you about you?

Was your choice like or different from those of your classmates?

# Attitude Analysis

## LEARNING

Students will discover their attitudes towards people from other parts of the world.

## MATERIALS

"Statements" Worksheets

## PROCEDURE

Ask pupils to respond to a list of statements, indicating agreement, disagreement, or uncertainty. Responses are anonymous. (See worksheet on following card.)

## DEBRIEFING

What do your responses show about your feelings towards people of other cultures?

Do you know why you feel as you do?

Does the class share your feelings?

Have any of your attitudes changed because of your discussion?

*Note to Teacher: The purpose of this activity is to help students express their attitudes and then explore the reasons they have for feeling as they do. Lead the students to explore the elements of concepts such as violence, prejudice and misconceptions, and the existence of these elements in their own personal lives.*

## ACTIVITY 12 WORKSHEET

**DIRECTIONS:** Please respond to each question by indicating agreement, disagreement, or uncertainty.

SOME CULTURES ARE MORE RESOURCEFUL THAN OTHERS.

THERE SHOULD BE ONLY ONE AMERICAN WAY OF LIFE.

IF SOME PEOPLE WORKED HARDER, THEY WOULD HAVE A BETTER LIFE.

THERE ARE TOO MANY FOREIGN PEOPLE COMING TO OUR COUNTRY.

SOME CULTURES ARE MORE VIOLENT THAN OTHERS.

# Human Rights

## LEARNING

Students will experience shared decision making within a peer group situation.

## MATERIALS

None

## PROCEDURE

1. Have your class write down their own Declaration of Human Rights. Begin by having them brainstorm anything they feel is necessary in order to have an atmosphere of respect and consideration in your classroom.

Let them discuss each idea and add to or delete from the list.

When they all feel comfortable with the ideas, write them down in the form of a declaration and have each student sign it.

## **OBJECTIVE TWO**

The student will demonstrate his/her ability to act upon chosen values in role-playing and forced-choice activities, as they pertain to world problems and classroom situations dealing with likenesses and differences.

# Story Time

## LEARNING

Students will understand that we are all alike in some ways, yet special in other ways.

## MATERIALS

Picture and story books about children from many cultures.

Suggested Authors:

Ezra Jack Keats  
Marie H. Ets  
Taro Yashima  
Ann Nolan Clark  
Grace Moon

Questionnaire  
Pencils

## **PROCEDURE**

1. Divide children into groups of threes.
2. Have each group read a storybook about a child from a chosen culture.
3. Have students fill out the questionnaire in their groups.

## **DEBRIEFING**

Bring the entire class back together for a comparative discussion using their completed questionnaires.

## ACTIVITY 14 WORKSHEET

### QUESTIONNAIRE

I AM A \_\_\_\_\_ CHILD.

I HAD \_\_\_\_\_ FOR BREAKFAST.

I SLEPT ON \_\_\_\_\_ LAST NIGHT.

I WORE \_\_\_\_\_ TO SCHOOL TODAY.

IN SCHOOL WE LEARNED \_\_\_\_\_

I HAD \_\_\_\_\_ FOR LUNCH.

I DID \_\_\_\_\_ AFTER SCHOOL.

I HAD \_\_\_\_\_ FOR DINNER.

MY FAMILY TALKS ABOUT \_\_\_\_\_  
WHEN WE ARE TOGETHER

I DID \_\_\_\_\_ IN THE EVENING.

# Choices

## LEARNING

Students will learn that there are life situations where one is forced to make a choice in a very short period of time.

## MATERIALS

None

## PROCEDURE

1. Read the following situations to the class, one at a time.
2. After reading each selection tell the class that a decision must be made immediately. Ask students what they would do in a situation like this. Discuss all possibilities.
3. VARIATION: After reading each selection have the class brainstorm all possibilities for solving the values conflicts. Students may then choose a solution for each situation and write a few sentences about their choice, such as the possible consequences of making that choice.

## POSSIBLE SITUATIONS:

- a. The winning coach is behind in a game and shows the players how to cheat to win. Should the players go along with him?
- b. The barely passing student in math finds the key to the test. Should he cheat?
- c. Your mother has married for the second time and her new husband does not want you to live with them. If she allows you to live with your father, she will lose custody of you and will have difficulty visiting you. What would you and your mother do?
- d. On the way home from school one day, all your friends begin to tease the new black student at your school. (This situation may be changed to fit any particular ethnic components.) Would you join your friends in teasing the new students?

# Dear Jerry

## LEARNING

Students will become aware that there are life situations where one is forced to make a choice.

## MATERIALS

Dear Terry Worksheets

## PROCEDURE

Have students read the situation to themselves. After students have read the selection have them respond in writing with their own solution to the problem.

## **DEBRIEFING**

**Discuss student responses to value conflict situations.**

**What are the consequences of making each choice?**

DEAR TERRY:

DEAR TERRY:

I am an 18-year-old girl and I am about to get married. I was born and lived in the Fiji Islands until I was five years old and then my parents and I moved to America so that we could earn a better living and I would be able to go to college. Now that I am at a marrying age, my parents have arranged for me to marry a boy from Fiji whom I have never even met.

This is the way that everyone gets married in the Fiji Islands, but I haven't lived there for 13 years! If I don't get married to this boy, my parents will be outcasts from

their friends. We are very religious and to marry this boy is the proper thing to do. If I go against my parents, and marry an American, they will never speak to me again.

I love my parents and I want to please them, but I am used to making my own decisions. If I married this boy, we could probably make it work, but I won't even get to meet him until our marriage day!

What should I do?

*Undecided*

Dear Undecided: \_\_\_\_\_

## ACTIVITY SIXTEEN WORKSHEET

DEAR TERRY:

DEAR TERRY:

Our son, Mike, is getting married in a few months. We are planning a reception for him and his bride in our home when they return from their honeymoon.

The problem is that Mike wants to invite everyone from his work, including four blacks. We live in a small southern town and some of our friends would be very uncomfortable being around people of African descent.

I know for a fact that his grandparents would not come if they knew black people were going to be there. Mike is being very stubborn and says those who don't like the idea can stay away.

What should I do?

*Caught in the Middle*

Dear Caught in the Middle: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ACTIVITY SIXTEEN WORKSHEET

DEAR TERRY:

DEAR TERRY:

My parents came from Norway. They never did a lot of hugging and kissing, but we knew they loved all us kids.

I married an Italian. His parents kiss and hug "hello," "goodbye," and in-between. I feel very uncomfortable with

all the hugging and kissing. I want to tell my husband's parents that I don't like all this hugging and kissing but I'm afraid of hurting their feelings.

What should I do?

*Uncomfortable*

Dear Uncomfortable: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ACTIVITY SIXTEEN WORKSHEET

DEAR TERRY:

DEAR TERRY:

My eleventh birthday is in two weeks. My mom said I can have a party and invite anyone I want. The problem is I want to invite Steve who lives next door, but my other friends don't like him. Steve is disabled.

They are always teasing him and calling him stupid, and other names, because he stutters when he speaks and limps when he walks. Sometimes I play with him after school

when my other friends aren't around. I found out he really isn't stupid. Sometimes he helps me with my math homework.

I'm afraid if I invite Steve either my other friends won't come to my party, or they'll ruin all the fun by teasing Steve.

What should I do?

*Want to be Friends*

Dear Want to be Friends: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ACTIVITY SIXTEEN WORKSHEETS

**DEAR TERRY:**

**DEAR TERRY:**

I'm a 17-year-old girl that has never had a date. I feel that this is because I have a very large nose. In fact, it's huge. In grammar school kids were always calling me witch. It hurt!

I've tried talking with my parents about getting my nose fixed, but they say "no." They are always telling me

"beauty is only skin deep" and what really counts is the goodness within a person. Well, I say how is any boy going to find out if I'm a good person if they never ask me out? The nose always turns them off.

What should I do?

*Lonely*

**Dear Lonely:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **OBJECTIVE THREE**

The student will be able to define a value and will be able to list different values and opinions that others might have in a given situation dealing with likenesses and differences among people.

# Case Study

## LEARNING

Students become aware that the way people feel can depend a great deal on how they are treated.

## MATERIALS

None

## PROCEDURE

Read the following case study to the class.

Janet has a very noticeable speech problem. When she entered Green Valley School, Janet was a pleasant and outgoing child. Her speech habit had been accepted and even encouraged as "cute." But Janet's classmates were not so kind. They teased and mocked her. Now she seldom speaks unless called upon. Even then, she usually shakes her head to keep from answering orally.

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## DEBRIEFING

Organize a group discussion around the following questions:

- What are the key factors?
- Who is right, and who is wrong?
- How would you feel if you were Janet? Her parents? Her classmates?
- What are possible courses of action?
- Which steps would you actually take?
- How have you felt when you were teased?
- How did you react?
- What other ways could you have responded?
- What other persons or groups must feel and act the way Janet does?
- What actions did or might they take to alleviate their problems?

# *You Must've Been A Beautiful Baby!*

## LEARNING

Students will become aware that we all have different ideas about what is important and valuable.

## MATERIALS

Students' baby pictures from home

## PROCEDURE

Request that pupils bring their baby pictures to class and post them without names for study. Pupils note that the differences are quite minor at this age and that likenesses are many.

## DEBRIEFING

Ask pupils to hypothesize about why these babies grew up to be the many different persons in the class group, with different ways of doing things and different ideas about what is important and valuable.

# *Circular Motion*

## LEARNING

Students will realize that different people hold different values.

## MATERIALS

Paper  
Pencil

## PROCEDURE

1. On a piece of paper have each student list ten things that he/she values (defined as something he/she would stand up to defend in a group, whether that group is the class, family, or peer group). Areas of valuing might include education, family, life goals, etc.
2. Allow about 15 minutes for this activity.
3. Now ask each student to underline the three things they value most highly on their list.

4. Have them divide into two groups, one group forming an inner circle, the second group in an outer circle.
5. Ask students to compare the three most cherished values with the person opposite them.
6. At a signal, have the outside circle move counterclockwise so that each person has a new partner. Compare values with the new person.

## DEBRIEFING

- Did you share values with many people?
- Did you find that some people held totally different values?
- What conclusions can you draw from this activity?
- What did you find out about yourself?

# Blackboard Survey

## LEARNING

Students will be introduced to a cross section of different values.

### MATERIALS

Overhead projector  
Clear plastic sheets  
Colored grease pencils  
List of "Typical School Situations"

- a. Pushing in line
- b. Teasing someone that speaks a different language or has an accent.
- c. Throwing rocks
- d. Talking during class
- e. Copying someone else's work
- f. Making fun of someone because of an obvious difference — heavy, short, bad breath, different skin color

### PROCEDURE

Present the situation.

Example: "Susan (use names of people not at school) will not move up at lunch line. Harry shoves her ahead."

Take a vote. (Secret or open — that's up to you and your class.) If you think this were a positive action raise your hand. Raise your hand if it was a negative action.

3. Record the results on the overhead.
4. Find out the reasons why a person might vote either way.- Ask, "Why might a person say this was a positive way to act?" (The reasons should show what they value in social behavior, attitudes, etc.)
5. (Change the situation to) "You have two students in your classroom who are extremely slow readers. They have been placed in your reading group, but they have such a hard time keeping up that they hold the rest of your group back. You must be nice to them while you're in front of the teacher, but when recess comes, you and your friends often like to take out your frustrations on them by teasing and calling them stupid."
6. Repeat the voting steps outlined in 2, 3 and 4, above.

## DEBRIEFING

- Why the change (if any) in positive or negative votes?
- Ask the students to relate other ways of dealing with the above situations.
- Did everyone in the classroom vote the same way?
- What does this show about people's values?

# Value Conflict I

## LEARNING

Students will analyze a situation to determine the values held by each person involved.

## MATERIALS

None.

## PROCEDURE

Read the following situation to the class:

Jason goes to school where all the children are white; there have never been any black children in the school. (This situation may be changed to fit any particular ethnic components.) Recently the court has ordered that black children be admitted to this school. Jason is rather looking forward to having some new friends enter his class, but his parents are angry. They have threatened to keep Jason home if the court order is enforced. Jason loves school and has never missed a day -- even going sometimes when he probably should have stayed home with a cold. He says he will not stay at home. His parents are surprised, because Jason has always been a very cooperative child. Jason's parents are evidently making it necessary for him to choose between two values that he holds. Is there a value conflict in this incident for the parents, too?

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## **DEBRIEFING**

- What is happening in the story?
- What is the problem?
- What do Jason's parents' actions tell you about their values?
- What's important to Jason? What shows you this?
- If such a thing ever happened to you, what would you do?

# *Value Conflict II*

## LEARNING

Students will analyze a situation to determine the values held by each person involved.

## MATERIALS

None

## PROCEDURE

Read the following situation to the class:

Carol is going to have a big party in a couple of weeks. She made invitations and sent them to everyone so they would know when to come. Sara, usually a member of the group, didn't receive an invitation but heard about it from friends who were going to go. She felt hurt and not sure why she wasn't invited. The day before the party Carol decided to ask Sara if she'd like to come. Sara would like to go but wonders if she was invited just because the other kids feel sorry for her.

## **DEBRIEFING**

- What is the problem in the story?
- How do you think Sara feels and why?
- What values are in conflict for Sara? For Carol?
- If you were in this situation, what would you do if you were Sara? Carol?

# *Value Conflict III*

## LEARNING

Students will analyze a situation to determine the values held by each person involved.

## MATERIALS

None

## PROCEDURE

Read the following situation to the class:

Leslie comes from a large family and is the youngest daughter. She has always had to wear her sister's hand-me-downs while the rest of her friends get new clothes every school year. The school is planning a dance and all of Leslie's friends are talking about going shopping for their new clothes. Leslie goes shopping with her friend Laura and sees a dress that she really wants, but she knows that her family can't afford to buy her anything. Laura tells Leslie to put it in her purse, so Leslie does. Just as they are walking out the door, the store detective stops them and suggests that they come into the office for a little talk.

## **DEBRIEFING**

**What is happening in this story?**

**What's important to Leslie? To Laura? How do you know this?**

**What are some of the consequences that Leslie might face?**

**What would be some alternatives to shoplifting?**

# U.S. A Collage

## LEARNING

The students will learn that the United States is a "collage" of different cultures, each holding different values.

## MATERIALS

Old magazines  
Large outline of the United States (on butcher paper)  
Glue  
Scissors

## PROCEDURE

1. Have the students look through the magazines for different activities and values of people throughout the United States.
2. Have students cut out the pictures and glue them in collage form on a large outline of the United States.
3. Place a map-collage on a bulletin board for enhancement of classroom environment.

## **DEBRIEFING**

Describe some of the people that you have chosen for your map.

Why did you choose the people that you did?

Were they all alike? How are they different?

What does this tell us about America?

From the pictures you have chosen define an "American."

# Values Comparison

## LEARNING

Students will learn that the actions of both the individual or the society reflect the values of that individual or society.

## MATERIALS

Film, "Two Families — African and American." LCA (Learning Corps or America). From the "Comparative Cultures and Geography Series."

## PROCEDURE

1. Show film.
2. Discuss the obvious likenesses and differences.
3. Proceed to attitude likenesses and differences.

## DEBRIEFING

As a group, complete the following chart: Chart may be copied on-to blackboard or large sheet of butcher paper.

**DIRECTIONS:** State briefly what each family group thinks about each item.

|                            | African | American |
|----------------------------|---------|----------|
| Education                  |         |          |
| Decision Making            |         |          |
| Older People               |         |          |
| Marriage                   |         |          |
| Work                       |         |          |
| Man — Woman Roles          |         |          |
| Responsibility to Group    |         |          |
| Independence of Individual |         |          |
| Cooperation                |         |          |

Develop an understanding of the terms "value" and "to value." What does it look like to "value" something? How do I treat it? What do I do?

Divide the class into small groups. Give each group a hypothetical situation to discuss, then role-play, showing how it might occur in each society. Present to the large group and comment as desired.

### Situations:

- Young man wants to get a job
- Fourteen-year-old has a birthday party
- Young man earns poor grades in school
- Grandfather is ill; needs close supervision and care for a long period of time

# ***Yummies***

## **LEARNING**

Students will learn that foods and rituals can reflect what is important to people of different cultures.

## **MATERIALS**

Invite people from different cultures into your classroom to share their ethnic backgrounds with your class. (Parents, friends, community resource people, etc.)

Suggested reference materials concerning foods and traditions of various cultures:

Foods From Many Countries, Los Angeles County Schools, 1976. Filmstrip and cassette: "Ethnic Foods: The World of Ethnic Cooking," Guidance Associates, 1978 (Available at H.E.R.C. Teacher's Center).

## **PROCEDURE**

Invite a speaker into the classroom to talk about their ethnic food. View filmstrip "Ethnic Foods: The World of Ethnic Cooking." Another possibility is to have children prepare an ethnic dish.

## DEBRIEFING

Food rituals are particularly fascinating subjects for comparison. Of course, pupils will discover that many foods are closely related to the environment in which people live, but environment does not account for the special preparation many foods receive. Routines that cannot be varied, special forms of decoration, particular foods for particular times, all these can help pupils speculate about what is important to people in other countries.

# Dances

## LEARNING

Students will learn that cultural dances can reveal the values of a particular culture.

## MATERIALS

Suggested materials concerning dances from various cultures — possible source from H.E.R.C. Teacher's Center:

- "Folk Dance in American Life," Los Angeles City Schools, 1976.
- "Singing Games from Ghana," M. M. Publications, 1970. (Record and Guide).
- "African Heritage Dances," Educational Activities, Inc., 1969 (record).
- "American Indian Music for the Classroom, Canyon Records, 1973 (Kit: cassettes, guide, map, transparencies).

## PROCEDURE

1. Compare dances that are popular in several countries.
2. Perhaps the physical education instructor can help pupils re-create the dances to authentic music — involvement is especially important here.

## DEBRIEFING

- Encourage pupils to search for the meaning behind the dance.
- What does the dance show us about what people value?

# Holidays

## LEARNING

Cultural holidays reflect the values of that particular culture.

## MATERIALS

Suggested reference materials concerning holidays of various cultures:

Customs and Holidays Around the World, Fleet Press, 1962

Holidays Around the World, Little, Brown, 1963.

## PROCEDURE

1. Compare the best-loved holiday in several countries.
2. After gathering the details of the celebration, investigate its origins, its meanings, etc.

## DEBRIEFING

• If great interest is generated, some outstanding activity of each may be dramatized. The chief purpose is, however, to look closely at the celebration to discover why it is held and what values it represents to the people.

## **OBJECTIVE FOUR**

**he student will be able to define respect and demonstrate an awareness and respect for the feelings and values of others.**

# Friendship Building

## LEARNING

Students will become aware that friendship is based upon sensitivity to the feelings of others as well as to your own needs.

## MATERIALS

Paper and pencil if responses are to be written

## PROCEDURE

Ask each student to complete these sentences:

"I hurt my friend's feelings when I \_\_\_\_\_"  
\_\_\_\_\_

"If someone \_\_\_\_\_, my feelings  
are hurt," and "I help someone feel good when I \_\_\_\_\_"  
\_\_\_\_\_

## **DEBRIEFING**

- **Relate personal experiences after completing activity.**
- **Brainstorm ways to make someone feel good.**

# Feelings of Others

## LEARNING

Students will become aware that friendship is based upon sensitivity to the feelings of others as well as your own needs.

## MATERIALS

Paper and pencil if responses are to be written

## PROCEDURE

Read the following situations to the students and ask them to identify how the person felt. Other situations can be added that would be pertinent to the class.

- a) Maria just moved to the United States from Mexico. She only speaks Spanish and cannot understand the teacher and students in her new classroom. At recess, Maria spends most of her time alone. Maria probably feels \_\_\_\_\_
- b) Sarah was starting at a new school. She did not know where her room was. She did not know who her teacher was, and she did not know any of the boys and girls. Sarah might have felt \_\_\_\_\_ because \_\_\_\_\_

- c) Cindy could not swim. She wanted to learn, so she first practiced floating. When she sank, her friends would laugh. Cindy kept on trying, though, until she could float across the pool and back. Now, Cindy probably feels \_\_\_\_\_
- d) When John did not get the bike he wanted for Christmas, he became angry and would not look at his other presents. When he realized he had hurt his mothers's feelings by acting this way, he might have felt \_\_\_\_\_ because \_\_\_\_\_

### DEBRIEFING

- Relate personal experiences.
- Do you think people ever have the same feelings? Explain why.

# Conspiracy

## LEARNING

Students will realize that the way other people respond to a person influences his/her behavior.

## MATERIALS

Teacher choice depending on activity

## PROCEDURE

1. Choose a person, without them knowing it, to be involved in an activity to improve that person's feeling of self.
2. Ask that person to run an errand to the office or do some other activity so that the class can be told about the coming events.
3. Agree with the class to positively reinforce as many things as possible about his/her performance in a given activity during a given time period. (As during a volleyball game for the day.)

## DEBRIEFING

- After the activity evaluate what happened with questions such as:

What did you notice about the way \_\_\_\_\_  
performed?

What did you notice about the way you felt toward \_\_\_\_\_  
\_\_\_\_\_?

- Question the individual "chosen."

How did you feel at the beginning of the day?  
Did you feel any different by the end of the day?  
Why do you think you felt different?

- Conclude with a discussion of what might happen if comments had been negative.

# Personal Interview

## LEARNING

Students will become aware that different values are held by different people for different reasons.

## MATERIALS

Bulletin board paper  
Flow pens  
Dittoed interviewing chart

## PROCEDURE

1. Using the interviewing chart on the following card, have each student interview three girls, three boys, and three adults. Have each person interviewed rank the items from 1-5 from the most important to the least on the chart. THEN, take a few minutes to ask each person why they ranked the items the way they did.
2. After all interviews are completed have students tabulate the results and record them on a bulletin board version of the interview chart.

## **DEBRIEFING**

Organize a class discussion around these suggested questions:

- Did everyone agree on which values were most important? Why or why not?
- Does your choice of ranking make any difference because you are a girl, boy or adult? Why or why not?
- What would happen if everyone felt the same?

# *Deliciously Different*

## LEARNING

Students will understand that foods appropriate to various cultures may be "different" and different may be delicious.

## MATERIALS

Classroom: Scene set for dining. Mexican-American family with Euro-American child visiting.

Details could surely be altered to suit any of the ethnic groups. This particular situation actually took place with children I know.

Children, with guidance from the teacher, will create their own dialogue.

## PROCEDURE

Skit or role-playing situation:

Anne, one of our Euro-American students, stays overnight with her good friend, Christina, who is Mexican-American. Next morning, to Anne's surprise the menu for breakfast is: homemade corn tortillas, refried beans, scrambled eggs.

Anne thinks this is rather strange and begs to go home without eating. However, she is coaxed to stay, and does so because she doesn't want to hurt the feelings of her friend.

Soon all the children are happily helping and Anne is especially pleased with "her" tortillas. The breakfast is indeed scrumptious, and she learns that she can really like (value, respect) things that formerly were unknown to her. She does not have to pretend respect; she experiences it.

## DEBRIEFING

- Why do people often look unfavorably upon new experiences?
- What is Anne's attitude towards new experiences?
- What did she learn?
- Have students relate personal experiences.

# INTERVIEW CHART

# ACTIVITY 33 WORKSHEET

|             | GIRLS |  |  | BOYS |  |  | ADULTS |  |  |
|-------------|-------|--|--|------|--|--|--------|--|--|
| SPORTS      |       |  |  |      |  |  |        |  |  |
| FAMILY      |       |  |  |      |  |  |        |  |  |
| RELIGION    |       |  |  |      |  |  |        |  |  |
| EDUCATION   |       |  |  |      |  |  |        |  |  |
| FRIENDS     |       |  |  |      |  |  |        |  |  |
| MONEY       |       |  |  |      |  |  |        |  |  |
| APPEARANCES |       |  |  |      |  |  |        |  |  |
| FOOD        |       |  |  |      |  |  |        |  |  |

# Unfinished Bulletin Board

## LEARNING

Students will identify that different values are held by different people.

## MATERIALS

Bulletin board paper

Flow pens

N.I.C.E. filmstrip: "Nature and the Northern California Indians"  
I and II (included in N.I.C.E. Kit, Grade 3)

Resource people from your community

## PROCEDURE

1. Post an unfinished bulletin board as below:

|              | NATIVE AMERICANS<br>Karok | NATIVE AMERICANS<br>Hupa | NATIVE AMERICANS<br>Yurok |
|--------------|---------------------------|--------------------------|---------------------------|
| ARCHITECTURE |                           |                          |                           |
| DRESS        |                           |                          |                           |
| FOOD         |                           |                          |                           |
| SPORTS       |                           |                          |                           |
| MUSIC/DANCE  |                           |                          |                           |
| FAMILY LIFE  |                           |                          |                           |
| ARTS/CRAFTS  |                           |                          |                           |
| SOCIAL MORES |                           |                          |                           |

## UNFINISHED BULLETIN BOARD (continued)

**ALTERNATIVE:** You can choose ethnocultural groups living in the school community. (Another set of "people groups" might be Japanese Americans, Swiss Americans, and Portuguese Americans.)

2. Have students collect valid information about the three groups concerned. This can be done through reading, interviewing of participants of those cultures, etc. Students should be determining what is held valuable in the areas of architecture, family life, etc., by each of the three groups.
3. As information is gathered students may add it to the appropriate column of the bulletin board.
4. Be especially concerned that in a comparative analysis of values held by different groups that students understand the reasons behind cultural values and that they do not make qualitative judgments concerning those reasons.

### DEBRIEFING

- Are all Native American groups alike? (lifestyles, beliefs?)
- What differences did you find among the three groups?
- What similarities did you find among the three groups?
- What accounts for differences and similarities?

# *"Do Your Own Thing"*

## LEARNING

Students will better understand that boys and girls can be equally good at the same games and activities.

## MATERIALS

Filmstrip: Personal and Group relationships. "Do Your Own Thing" with Fat Albert and the Cosby Kids. (Multimedia Kit; 3 filmstrips/ cassettes/teachers guides and scripts.) Filmation Studios, 1978.

Filmstrip projector, cassette tape player.

## PROCEDURE

View the filmstrip "Do Your Own Thing." Follow up with discussion questions.

## DEBRIEFING

- How did Fat Albert and his friends feel about letting Penny play football with them at first?
- Why did they laugh at Penny for wanting to play with them?
- After the gang saw Penny kick the football and shoot the basketball, how did their feelings change towards her?
- Did Fat Albert need to feel ashamed of liking to cook? Why or why not?
- Were Fat Albert's friends right to tease him about his ability to cook? Why or why not?
- What should be important when deciding if girls should play boyish games or vice versa?
- Encourage students to discuss the main points of the filmstrip and to offer experiences from their own personal backgrounds.

# *"A Little Joke"*

## LEARNING

Students will begin to recognize where prejudices begin and how they are formed and will examine their own feelings of prejudice.

## MATERIALS

Film: "A Little Joke," Churchill Films, 12 minutes

## PROCEDURE

1. View the film
2. Follow up with discussion questions

## DEBRIEFING

Discuss some of the events in the film:

- Why did the little joke happen?
- Did Lisa know it would hurt Nancy?
- Had she thought about it?
- How did it make Nancy feel?
- Is Lisa prejudiced?
- How about her father and brother?
- Why did Lisa laugh when her father tells the little joke?
- Why did Nancy want her mother to serve hamburgers instead of a Chinese dinner?
- What happens to cause a person to become embarrassed of their heritage?
- Why is it important to be proud of your own race?

## **OBJECTIVE FIVE**

The student will be able to identify prejudice in his/her own words and to give examples of it.

# Jello Magic

Students will evaluate the fairness of judging people by their appearance.

## MATERIALS

1. Prepare several containers of plain gelatin, all flavored with the same amount of sugar. Gelatin is colored differently to suggest common flavors (red for cherry, green for lime, yellow for lemon, etc.).
2. Line the containers up on a table and place a ballot box behind each container. Blank pieces of paper are placed in front of each container.
3. Each student is permitted to choose one container, taste its contents (a supply of plastic spoons should be provided), write down his guess as to the flavor, and deposit his guess in the ballot box.
4. The teacher then discloses that all containers of gelatin are unflavored. Teacher and students then tabulate the results of the balloting.

## **DEBRIEFING**

- General discussion follows concerning the way we judge things by their appearance. Extend discussion to include people.
- Ask students to consider the fairness of judging people by their appearances and to consider the problems that might result.
- Conclude with the observation that all people are different, that each person deserves to be respected as a unique individual, and that appearances are not a reliable method of judgment.

# Sneetches

## LEARNING

Students will gain a better understanding of prejudice.

## MATERIALS

The Sneetches by Dr. Seuss.

## PROCEDURE

1. Read the book, The Sneetches by Dr. Seuss.
2. This activity will help students gain a better understanding of prejudice and the nature of prejudice. The debriefing questions are hints to help the teacher or parent develop the concepts which will enable the student to understand prejudice.

## DEBRIEFING

- How were the Sneetches like people?
- What is prejudice?
- Do you know any examples of prejudice you would like to share?  
i.e.:
  - against fat children
  - retarded children
  - dark-skinned children
  - boys against girls
  - girls against boys
  - children against children who speak in a different language and have different customs
- How can we overcome prejudice?

# Apple Experience

## LEARNING

Language Arts  
Oral  
Reading

The students will learn that no two people are exactly alike.

### MATERIALS

One apple for each student

### PROCEDURE

People are just like apples because we are all different also. Just as no two apples are exactly alike, no two people are exactly alike. Although we share much in common, it is the differences in people that make us unique. We must take the time to get to know people as individuals.

1. Give each student an apple and ask them to make friends with it.
2. They are to notice all distinguishing marks and when they are sure they can distinguish their apple from all the others, they are to place their apple back in the basket.
3. After all the apples have been mixed up, they are to find their own special apple again.

Variation: use rocks, potatoes, oranges, paper snowflakes, etc.

## DEBRIEFING

- How was your apple unique?
- Have students relate the quality of uniqueness to people.
- What is unique about yourself?

# Container Game

## LEARNING

The students will learn that outer appearances cannot determine inner value.

## MATERIALS

One large box  
One small box

(Gift wrap both attractively or have one poorly wrapped and the other richly wrapped; put something special in the small and/or poorly wrapped package, such as candy, and put something undesirable in the large and/or beautifully wrapped package, such as beans!!)

## PROCEDURE

1. Show the two boxes to the class, using the following questions:
  - What do you think might be in each box?
  - Which box would you choose? Why?
2. Divide the class into two groups according to which box they choose.
3. Have students open each box, beginning with the large or nicely wrapped box.

## DEBRIEFING

- Discuss students' reactions to their findings.
- Discuss the word "container" and what the children learned from this activity.

# Frame Up

Language Arts  
Oral  
Math

## LEARNING

The students will learn that physical characteristics have little to do with the person inside.

## MATERIALS

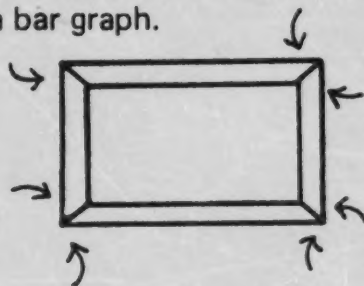
Pictures of all kinds of people (old, young, physically limited, men, women, people of different cultural groups)

Colored construction paper

Voting "ballots" and ballot box

## PROCEDURE

1. Place several pictures of all kinds of people in a row with colored paper "frames" behind them.\* Place a large number beside each.
2. Have students vote as to "which is most interesting" and place their answers in a secret ballot box.
3. After votes are counted, use this tabulation as a math project showing how to make a bar graph.



*Fold, then  
pinch!!*

*\*Fold a border around  
the background picture  
and pinch in the corners  
to make a frame.*

## DEBRIEFING

Conduct a group discussion about the idea that "you can't tell a book by its cover."

Possible focus questions:

- What things did you think of when you voted?
- Did everyone agree about who was most interesting? Why not?
- What do you know about each person from looking at the photographs?
- What characteristics of each person are impossible to know when you only have a photograph to look at?

# *Un-Bulletin Board*

## LEARNING

The students will learn that differences make the world interesting.

## MATERIALS

Paper for bulletin board

Bulletin board letters (same as background paper in color)

## PROCEDURE

1. Using the above materials, construct a bulletin board with the same color letters as background. Display vocabulary words dealing with prejudice, such as DISLIKE, STEREOTYPE, DISCRIMINATION, DIFFERENCE, etc.
2. Allow a few days for student observation of bulletin board before initiating a group discussion leading the students to discover that differences make life interesting.

## DEBRIEFING

Possible focus questions might be:

- How do you feel about the new bulletin board?
- What do you like about it? Dislike about it?
- Which of the words on the board do you know something about?
- Which of the words are you most interested in learning about?
- How might we make the bulletin board more interesting?

Upon completion of discussion, have students "re-do" the bulletin board.

# Free Association

## LEARNING

The students will learn that stereotyping can be seen in a person's response to certain words.

## MATERIALS

Worksheet

## PROCEDURE

1. Have each student choose two adults, one teenager, one peer, one child to respond to the following words: "What is the first thing you think of when I say":

INDIAN      MEXICAN      BLACK      ASIAN      CAUCASIAN

## DEBRIEFING

Discuss results of interviews. Possible focus questions:

What did the responses tell you about how people feel about different ethnic groups?

What similarities did you notice between responses?

Have students make a bar graph of positive and negative responses. This will involve group decisions as to what will constitute a positive or negative response.

## ACTIVITY 43 WORKSHEET

|          | INDIAN | MEXICAN | CAUCASIAN | BLACK | ASIAN |
|----------|--------|---------|-----------|-------|-------|
| ADULT    |        |         |           |       |       |
|          |        |         |           |       |       |
|          |        |         |           |       |       |
|          |        |         |           |       |       |
| ADULT    |        |         |           |       |       |
|          |        |         |           |       |       |
|          |        |         |           |       |       |
|          |        |         |           |       |       |
| TEENAGER |        |         |           |       |       |
|          |        |         |           |       |       |
|          |        |         |           |       |       |
|          |        |         |           |       |       |
| PEER     |        |         |           |       |       |
|          |        |         |           |       |       |
|          |        |         |           |       |       |
|          |        |         |           |       |       |
| CHILD    |        |         |           |       |       |
|          |        |         |           |       |       |
|          |        |         |           |       |       |
|          |        |         |           |       |       |

## DEBRIEFING

Why do people often look unfavorably upon new experiences?

What is Anne's attitude towards new experiences?

What did she learn?

Have students relate personal experiences.

# Brainstorming

## LEARNING

Reading  
Social Science

Students will engage in a more in-depth study of prejudice.

## MATERIALS

None

## PROCEDURE

These activities can be used to introduce more in-depth studies of prejudice.

1. Suggest that pupils watch an upcoming television program devoted to a minority-group problem. Why was such a program given? What does this program mean to us?
2. Encourage older pupils to see a popular movie that shows a minority group or person in a problem situation. What was the problem? How was it solved? What did you think of the solution? What other possible ways could the problem be solved? Do those things really happen?
3. Examine current events, such as a proposed boycott to be used as a protest against discrimination. What were the people protesting? Did it do any good? Would you have joined the protest?
4. Read aloud over a period of time a book showing life in an ethnic group different from the pupils. What problems of living did these people experience? Were these problems different from those in your family? How were the people trying to solve their problems?

5. In an election year involve pupils in reporting and discussing what candidates are saying about racial problems or women's rights. How do their ideas about the problems compare or contrast? Why are they not all in agreement?
6. Share and then talk about a performance by an entertainer from a particular culture. How did he show what his group values and how they feel about things?
7. Talk with a resource visitor who is working with disadvantaged children. How does being a member of a minority group increase the chances of poverty? Would you like such a job?
8. Visit a museum or gallery display of objects representing a minority culture. What can we learn from studying these artistic products?
9. Read President Kennedy's June 11, 1963, speech on civil rights. Read Martin Luther King's "I Have A Dream." Why were these speeches given? Why were they necessary?
0. Tour a place of employment where there are many workers but no visible discrimination. Why are these workers able to work together well?
1. Collect newspaper items that show that discrimination is being overcome in some places — women engaging in formerly all-male occupations, black people chosen for very high political positions, etc. Is the problem of prejudice disappearing?
2. Visit a local Human Rights Commission to secure a list of their recent cases and how they were disposed of. Why do these problems seem important? To you? To others?

# *"Unlearning 'Indian' Stereotypes"*

Language Arts  
Oral  
Fine Arts  
Social Science

## LEARNING

Students will have a more realistic view of Native Americans in America today.

## MATERIALS

Filmstrip, cassette, and Teacher's Manual: "Unlearning 'Indian' Stereotypes," Council on Interracial Books for Children, Inc., 1977

Crayons

Paper

## PROCEDURE

Before showing the filmstrip, have students draw their idea of an Indian and a house an Indian might live in. Suggest they draw whatever comes to mind first. Then view the filmstrip.

## DEBRIEFING

- Name those parts of your drawing that identify the person as an Indian.
- Have you ever met an Indian person?
- If so, what was that person like?
- Where (besides the filmstrip) have you ever seen an Indian person?
- How do movies, T.V., and books portray Indians? (Introduce the concept of stereotyping).
- How did the filmstrip change your ideas about Indian people?

# *"The Rabbtt Brothers"*

## LEARNING

Students will gain a better understanding of prejudice.

## MATERIALS

Filmstrip: "The Rabbit Brothers," by Anti-Defamation League of  
B'nai B'rith  
Filmstrip projector

## PROCEDURE

View the filmstrip, "The Rabbit Brothers."

## DEBRIEFING

- Do you know people like George and Joe? Give examples without naming names.
- What kind of differences really do not matter at all?
- What kind of differences really matter?
- Can people like Joe become people like George? How?

# "Summer Camp"

## LEARNING

The students will learn that first impressions of others can be misleading.

## MATERIALS

Filmstrip: Personal and Group Relationships. "Summer Camp" with Fat Albert and the Cosby Kids.  
Filmstrip projector and cassette tape player.

## PROCEDURE

View the filmstrip "Summer Camp." Follow up with discussion questions.

## DEBRIEFING

What type of judgments did Fat Albert and his friends make about Bunky and his friends? Why type of judgments did Bunky make about Fat Albert and his friends?

Have students relate personal experiences where they misjudged someone else.

What do you think Bunky, Fat Albert and friends could have done to get off to a better start?

# *Dislike vs. Prejudice*

## LEARNING

Students will be able to distinguish between likes, dislikes and prejudices.

## MATERIALS

Oatmeal  
Flour  
Water  
Salt  
Cake coloring  
Copies of the "Likes and Dislikes Worksheet"

## PROCEDURE

1. Make a cake out of oatmeal and salt — make the frosting out of flour, water and bright food coloring. The cake should look good — but taste awful.
2. Have the students fill out the "Likes and Dislikes Worksheet" before you present the cake. Discuss what is meant by likes and dislikes.

Bring out the terrible tasting — but beautiful looking oatmeal cake — let some of the students taste it. Help the students to discover that prejudging someone or something can be harmful and that prejudice is not the same as liking or not liking.

## DEBRIEFING

What is prejudice?

What is the difference between being “prejudiced” and “disliking”?

Have students give examples of prejudice and disliking.

What did you learn from this activity?

## ACTIVITY 48 WORKSHEET

Write Yes or No if you like or dislike the activity. Write one sentence about the activity you like the best.

### ACTIVITIES:

- |                         |                           |
|-------------------------|---------------------------|
| 1. Hunting _____        | 13. Math _____            |
| 2. Camping _____        | 14. Television _____      |
| 3. Horses _____         | 15. Cooking _____         |
| 4. Dogs _____           | 16. Building Models _____ |
| 5. Cats _____           | 17. Painting _____        |
| 6. Drawing _____        | 18. Red _____             |
| 7. Chemistry _____      | 19. Orange _____          |
| 8. Swimming _____       | 20. Black _____           |
| 9. Science _____        | 21. Purple _____          |
| 10. Bicycling _____     | 22. Green _____           |
| 11. Rollerskating _____ | 23. Brown _____           |
| 12. Reading _____       | 24. Yellow _____          |
|                         | 25. Cake _____            |

### **OBJECTIVE SIX**

e student will be able to identify his/her own dislikes, as opposed  
prejudices, and support these dislikes with reasons.

# Dislike or Prejudice

Language Arts  
Oral  
Reading

## LEARNING

Students will recognize the difference in meaning between dislike and prejudice.

## MATERIALS

None

## PROCEDURE

1. Discuss with class the meaning of like. Start by having them complete the following statement:

I like \_\_\_\_\_.

List answers on chalkboard as students respond. Try to elicit individualized responses. Emphasize the uniqueness of the students' answers.

2. Elicit the meaning of dislike. Direct students to make a list of five things they dislike. Then, explain that when people think they dislike something before they've even experienced it, they are being prejudiced. Tell students to write a D by those things on their lists they have really tried and know for sure they dislike. Have them write a P next to those things they think they dislike but have not really experienced. Make a list on the board of dislikes and prejudices by asking students to volunteer one dislike and one prejudice from their lists. Question whether or not they have experienced the dislikes they mention.

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## **DEBRIEFING**

Ask students what happens to us when we are prejudiced.

Reinforce the idea that we miss out on experiences that might really be enjoyable.

Encourage the kids to "try it, you might like it."

# *What Do You Prefer?*

## LEARNING

Students will appreciate the fact that people may have strong likes, dislikes or preferences.

## MATERIALS

Records or tape of different types of music. (Classical, Country, Western, Blues, Jazz, Rock, Popular, etc.)

Record player

Tape recorder

## PROCEDURE

1. Ask students to classify each album or tape according to its type. List categories on the board.
2. Before listening to each type of music elicit student preferences by taking a "values vote" (positive — thumbs up; negative — thumbs down; undecided — arms folded), on the various kinds of music listed.

3. After listening to each type of music, record students' responses to these questions:
  - a. How many of you liked this music?
  - b. How many of you disliked this music?
4. When all of the selections have been heard, total the numbers of responses to see which type of music was preferred most frequently. Compare these totals with the initial "values vote."

### DEBRIEFING

- Did your preference change? Why or why not?
- What other preferences do people have?
- Why do people's preferences change?

# Personal Dislikes

Language Arts  
Oral  
Math

## LEARNING

Students will identify ways to deal with their personal dislikes.

## MATERIALS

Paper  
Pencils  
Chalkboard

## PROCEDURE

1. Talk with the students about their personal dislikes — things they find offensive in themselves and/or in others. Begin by talking about bragging. Then, on the blackboard, list other dislikes which students have.
2. When the list has been completed, have the students pick out the five things they dislike most and copy them on a sheet of paper to be handed in (no names on papers).
3. Have a small group of students compile a master list of dislikes and record the number of times they were selected.
4. Discuss the dislikes which were chosen most frequently using the debriefing questions on the reverse side.

## DEBRIEFING

What can you do to change something you dislike in yourself?  
In others?

Is it possible to accept a person despite your dislike (specify  
from students' list)?

## **OBJECTIVE SEVEN**

The student will demonstrate procedures for coping with values conflicts.

# Conflict Situation 1

## LEARNING

Students will explore possible responses to a situation involving a value conflict.

## MATERIALS

None

## PROCEDURE

Read the following conflict situation to the class:

Jim, a Native American student, is participating in a class activity dealing with the local Indian culture. Several students begin to imitate what they think is an Indian by sitting cross-legged on the floor, making whooping sounds, and pretending to scalp each other. Jim knows that Native Americans do not act this way. His parents have taught him to be proud of his culture and to help others understand it. Jim is afraid that if he speaks up he will be teased.

## DEBRIEFING

What seems to be important to Jim?

What seems to be important to the other students?

What is the problem?

What are all the possible ways that Jim might react?

Choose one possible reaction and role play the situation. Be sure to include reactions from both Jim and the class.

What seems to be the best response that Jim could make? Why?

What seems to be the best response for the class to make? Why?

# *Conflict Situation II*

## LEARNING

Students will explore possible responses to a situation involving a value conflict.

## MATERIALS

None

## PROCEDURE

Read the following conflict situation to the class:

The boys in Mrs. Sorenson's class are having a good time trying on the clothes that Suzi, a resource visitor, has brought to the class. They are clogging around in the geta and flapping the sleeves of the happi coat. They tell Suzi that the clothes are more comfortable than theirs and more fun to wear. Just then the coach enters the door. As soon as the boys spot him they step quickly out of the clothes and, with an embarrassed look, they stuff them out of sight behind their desks.

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## **DEBRIEFING**

**What is bothering the boys?**

**How do you think the boys felt when the coach saw them?**

**Why do you think they felt this way?**

**How would you have felt?**

**Why is it hard for people to accept differences?**

# J.V. Critique

Language Arts  
Oral  
Written  
Math

## LEARNING

Students will identify examples of cultural discrimination occurring on television.

## MATERIALS

None

## PROCEDURE

1. Instruct students to watch a segment of programming on television.
2. Have them record the number of different characters who appear in the features and in the advertisements, tabulating the number of individuals who represent various ethnic groups and recording the role each plays.
3. If a group of pupils watch the same channel, they can confirm the data and evaluate it together.

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## DEBRIEFING

- What examples of cultural discrimination did you notice on television?
- What were the various ethnic groups that were represented?
- What type of roles did they play?
- What economic classes did the actors and actresses represent? (i.e., lower class, middle class, upper class)
- Do you think that the various ethnic groups were represented fairly on the television? Why or why not?
- What effect does lack of representation or misrepresentation of America's many cultural groups have on television viewers'?

# Stereotyping !

## LEARNING

Students will analyze author viewpoints and make inferences about attitudes toward ethnic groups found in various newspapers.

## MATERIALS

A selection of newspapers

## PROCEDURE

1. Instruct students to scan the newspapers for news items in which persons have been accused of wrongdoing in the local and in surrounding communities.
2. Direct them to notice whether or not the person is identified as a member of a particular ethnic group.
3. Elicit students' inferences about the attitudes toward ethnic groups held by the various newspaper reporters.

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## DEBRIEFING

- Did the newspaper usually state the ethnicity of the offenders?
- If so, which group was most often identified in the articles?
- How does this influence the attitudes of the people who read the paper?

# Stereotyping II

## LEARNING

Students will explore the possibility of cultural discrimination through an investigation of textbook illustrations.

## MATERIALS

Selection of textbooks.

## PROCEDURE

1. Direct students to investigate for evidence of omission of minority groups.
2. First have students count textbook illustrations that include people; then count those that include persons of a particular ethnic group.
3. Review the method for calculating percentages and have students compute the percent of illustrations that include persons of a minority group.
4. Instruct students to compare their percentages with national census data.
5. Evaluate the status of those minority group persons who are represented in the illustrations.

|                                  | <b>Native<br/>American</b> | <b>Euro-<br/>American</b> | <b>Black</b> | <b>Latin</b> | <b>Asian</b> |
|----------------------------------|----------------------------|---------------------------|--------------|--------------|--------------|
| <b>*% of U.S.<br/>Population</b> | <b>.37%</b>                | <b>83%</b>                | <b>10.5%</b> | <b>5.26%</b> | <b>.97%</b>  |

**\*Taken from 1970 census**

Adapted from: **TEACHING FOR SOCIAL VALUES**

## **DEBRIEFING**

- What effect might the omission of ethnic minority people in text-book illustrations have on students using these texts?
- What can be done to encourage publishers to be more representative in the production of their materials?

# *Stereotyping III*

## LEARNING

Students will recognize examples of stereotyping in popular magazines.

## MATERIALS

Assortment of discarded popular magazines  
Scissors

## PROCEDURE

1. Instruct children to search through discarded popular magazines to cut out advertisements showing stereotyping of persons from various ethnic groups.
2. Direct students to classify persons according to their ethnic group and their role in the illustrations.

## DEBRIEFING

- What ethnic groups were represented in the magazine advertisements?
- What type of roles did the various people represent?
- Was there any evidence of stereotyping a person?
- Do you feel that the various ethnic groups were fairly represented?
- How were women generally characterized?

# Simulation

Language Arts  
Oral  
Social Science

## LEARNING

Students will appreciate the need for developing attitudes of acceptance and understanding in the culturally diverse society of our country.

## MATERIALS

None

## PROCEDURE

Read the following situation to the students:

Imagine that you are a group of children that has recently moved to this community from another country. Your teacher has announced that you will soon be given a test to determine whether or not you are enrolled in the proper grade in the school. None of you is worried, because you know you are good workers and in the schools you went to last year the teachers said you were doing fine. Now the teacher is passing out the test. You have your pencil ready. The test is quite long and printed in large type. It all looks quite easy until you start to work on it. Then you discover that it is written in English, a language you are just beginning to learn. You ask the teacher for help, but she turns away from you, saying that it is your responsibility to know English if you are going to live in the United States. You think about your situation for awhile. There are many pictures in the test, some which you recognize and some which are unfamiliar. Most of the words are very strange. It becomes so confusing that you don't know what you know and what you don't know.

## DEBRIEFING

- How would you feel in this situation?
- What is going to happen to you?
- Why do you think your teacher didn't listen to you?
- Can you tell what is important to the teacher?
- What are your alternatives in this matter?
- What will happen if you try one or another of the possible actions?
- Do you think situations like this often happen to newcomers to our country?
- Where else does it happen in our country?
- How do you feel about this problem?

# Walk A Mile In My Shoes

## LEARNING

Students will increase their awareness of the feelings experienced by people who are discriminated against and consider their desires for equality of opportunity.

## MATERIALS

None

## PROCEDURE

1. Allow five small groups of pupils ten minutes to brainstorm a list of feelings experienced by the people who are discriminated against.
2. Analyze one of the following hypothetical situations and to have each group select one person to record their ideas.
  - a. You are a black student getting onto a school bus already loaded with white pupils. One kid yells "Get off our bus, nigger!"
  - b. You are an Asian-American person who is applying for a job at a popular movie theatre where a vacancy has been advertised just today. When the manager sees you he says that the job has already been filled. You know for certain that it has not been filled.

- c. You are a Mexican-American child who has recently immigrated to the United States with your family. The principal at your new school puts you in the second grade, though you are ten years old.
- d. You are a Native-American in the fifth grade. Your class is reading from a textbook which says, "The white man's advanced civilization tamed the Indian savages."
- e. You are a young woman who has just told your parents that you plan to take up engineering as your chosen occupation. They are very upset.

\*Have the group recommend a possible solution to the situation.

Adapted from: TEACHING FOR SOCIAL VALUES

## DEBRIEFING

- When finished with small group discussions, have students form one large group to share their findings.

# Role-Playing

## LEARNING

Students will explore discrimination through role-playing.

## MATERIALS

### Role-Playing for Social Values

Fannie R. Shaftel and George Shaftel, 1967

NOTE: above book available from H.E.R.C. Teacher's Center

## PROCEDURE

In their book, Role-Playing for Social Values, the Shaftels include several stories that explore the problems of prejudice. "Second Prize"; "No Trespassing"; "Keep Out: This means You"; and "Josephine," for children who are older, appear in this set of unfinished problem stories. In each, discrimination is based upon color, creed, or nationality. Encourage pupils to plan solutions to the problems and to play out their ideas.

## DEBRIEFING

What is the problem?

What is happening?

What do people's actions tell about their values?

How did people in the story acquire these values?

What might be the consequences if the problem was not fairly solved?

What would you do if you were the person discriminated against in the story?

If such a thing ever happened to you, what would you do?

# Role-Exchange!

## LEARNING

Students will use the technique of role-exchange to help them better understand and cope with value conflicts.

## MATERIALS

None.

## PROCEDURE

1. Identify pupils who are at the opposite poles of opinion about each of the following issues.
2. Ask the two to argue the point between them and then for the class, or to play roles to illustrate the situation.
3. Then ask them to reverse positions and continue the argument or the role-playing.

These issues are appropriate to the problems of discriminations:

- a. It is important that each person in our class treat all the others in the same way.

- b. If a person is of a different race or religion or country, he can expect to be treated differently by others who are not of his group.
- c. Groups that have always been discriminated against are used to it by now and do not think much about it.
- d. All children in the school should be admitted to the recreational activities they choose, without regard to sex.
- e. People have always been discriminated against; probably nothing can be done about it.
- f. It is possible to feel sympathy for a person and still not like him.

Adapted From: Teaching For Social Values

## DEBRIEFING

Discussion may center on such ideas as these:

- What did you learn in each of the roles you took?
- Did the role exchange make the problem any clearer to you than it was before?
- What are you going to do about the problem now that you understand it better?

# *Prejudice In America*

## LEARNING

Students will explore the problem of prejudice and discrimination in American culture.

## MATERIALS

None.

## PROCEDURE

1. Divide the class into four groups.
2. Have each group select someone to record their ideas and serve as a spokesperson during the whole class discussion period.
3. Give each group one of the following problems for which to brainstorm a solution.
4. After brainstorming, come together as a group stressing understandings in Debriefing,
  - a. How did prejudice and discrimination develop in the United States?

- b. Why do children of different cultures sometimes get along together better than adults do?
- c. How are the many cultural groups in the United States important to our society?
- d. How can we get rid of prejudice and discrimination in America?

## DEBRIEFING

### UNDERSTANDING 1

- Many of our current problems in human relationships have grown out of our failure to solve problems of the past with understanding and wisdom.

### UNDERSTANDING 2

- Children often adopt the feelings and prejudices of their parents and other adults in the society just as they adopt their ways of living.

### UNDERSTANDING 3

- Many of the good things our country enjoys have come from people of various ethnic groups.

### UNDERSTANDING 4

- Because changes in community life have pointed out the need for better human relationships, ways must be found to eliminate prejudice and discrimination.

# Decisions!

## LEARNING

Students will evaluate the information they have explored about prejudice and will decide on a personal course of action.

## MATERIALS

Pencils  
Paper

## PROCEDURE

Ask students to consider the following questions and answer briefly on paper. Follow up with a discussion based on their responses.

1. Why do people often look unfavorably upon those from another ethnic group or of a different sex?
2. What do their actions or comments reveal about what is important to them?
3. Have you been in a situation where you shared some of these ideas?

4. Where did your ideas come from?
5. Do they show what you thought was important to them?
6. What would be the consequences if everyone felt as the data show many people do?
7. What are your feelings now about this problem?
8. Do you plan to do anything about it?

## DEBRIEFING

How we deal with a situation has consequences for us and for others.  
If we decide to do nothing we have still made a decision.

- What might some of the consequences of "doing nothing" be?

# PROBE BOOKLET

## DIAGNOSTIC ASSESSMENT TO BE USED WITH PROBE CARDS

GRADES 4-6

### PREPARED BY:

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The Council for REAL Education

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Humboldt County Office of Education

This work was developed under a state-administered grant of federal ESEA, Title IV-C funds from the California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814. However, the content does not necessarily reflect the position or the policy of the Department or of the U.S. Department of Education; no official endorsement of this work should be inferred.

FOR:  
Humboldt County Office  
of Education



Bill C. Rich  
superintendent

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**PROBE ANSWER SHEET**

**GRADES 4-6**

1. (A) (B) (C) (D)
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25. a. (P) (D)  
b. (P) (D)  
c. (P) (D)  
d. (P) (D)  
e. (P) (D)

**SAMPLE SQUARE**

26. (A) (B) (C) (D)
27. (A) (B) (C) (D)
28. (A) (B) (C) (D)
29. (A) (B) (X) (D)

# TEACHER ANSWER KEY

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## PROBE ANSWER SHEET

GRADES 4-6

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|---------------------|---------------------|
| 1. (A) (B) (E) (D)  | 21. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D)  | 22. (A) (B) (C) (B) |
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| 5. (A) (B) (C) (B)  | 25. a. (B) (D)      |
| 6. (A) (B) (C) (D)  | b. (P) (B)          |
| 7. (A) (B) (B) (D)  | c. (B) (D)          |
| 8. (A) (B) (B) (D)  | d. (B) (D)          |
| 9. (A) (B) (C) (B)  | e. (P) (B)          |
| 10. (A) (B) (B) (D) |                     |
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| 12. (A) (B) (B) (D) |                     |
| 13. (A) (B) (C) (D) |                     |
| 14. (X) (B) (C) (D) |                     |
| 15. (X) (B) (C) (D) |                     |
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| 17. (X) (B) (C) (D) |                     |
| 18. (A) (B) (C) (D) |                     |
| 19. (X) (B) (C) (D) |                     |
| 20. (A) (B) (B) (D) |                     |

### SAMPLE SQUARE

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|-----|-----|-----|-----|-----|
| 26. | (A) | (B) | (C) | (D) |
| 27. | (A) | (B) | (C) | (D) |
| 28. | (A) | (B) | (C) | (D) |
| 29. | (A) | (B) | (B) | (D) |

## DIRECTIONS FOR MARKING

You will be marking your answers on a separate sheet. Print your first and last name and the date on the lines in the upper right hand corner of your answer sheet.

DO NOT MAKE ANY MARKS ON YOUR BOOKLET. This is how you will mark. Read each question carefully. Then find the number of that question on your answer sheet. Mark the letter of the answer you choose by filling in the space to cover the letter.

Let's try a sample question. Find the SAMPLE SQUARE on your answer sheet. Now read the question below.

### SAMPLE QUESTION:

29. Who was the first president of the United States?

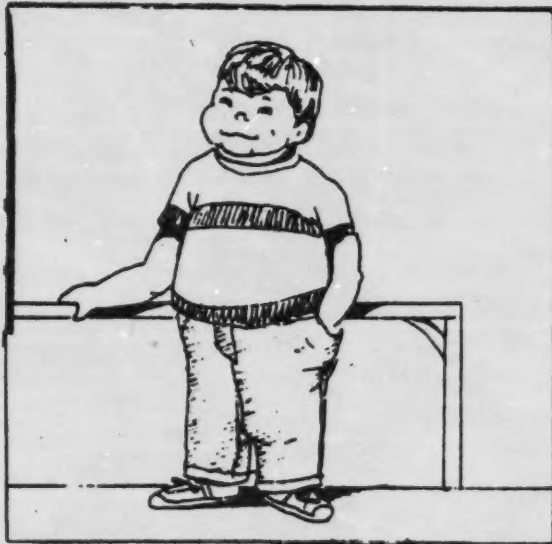
- (A) Benjamin Franklin
- (B) John F. Kennedy
- (C) George Washington
- (D) Abraham Lincoln

Find the row in the SAMPLE SQUARE that is beside the number 29. Notice that someone marked (C) in this row. Space (C) is marked because George Washington was the first president of the United States.

If you have any questions about how to mark, raise your hand.

BEGIN WHEN YOUR TEACHER TELLS YOU TO DO SO.

1. Look at the picture below.



Imagine that you are the boy in the picture above. You are fatter than the kids your age. Which statement below would best tell how you feel about yourself?

- (A) "Kids don't like me because I'm fat."
  - (B) "Kids will tease me so I won't play with them."
  - (C) "I think kids would like to know me."
  - (D) "I don't like myself very much."
2. What is most important to you when you choose a friend?
- (A) The person should be liked by everyone.
  - (B) The person should be themselves and fun to be with.
  - (C) The person should be dressed like most of my other friends.
  - (D) The person should be the same color as me and my friends.

3. You are different from many of the other boys and girls you know. Which sentence below tells how you feel about being different from them?
- (A) "I don't like it because I want the kids to like me."
  - (B) "I think my differences make me an interesting person."
  - (C) "I think my differences make it hard to make new friends."
  - (D) "I don't want to be different from other children."

4. Read the part of the newspaper article below.

Luis Rodrigues and his family lost their home in the floods which swept through Eel River Valley last week. Their dairy farm was also damaged. They need help from the other people in the community.

What would you say to the family?

- (A) "Maybe you shouldn't have lived so close to the river."
- (B) "Luis can stay with us while you find a place to live."
- (C) "I hope you can find some other place to stay soon."
- (D) "It might be better for you to go back to Mexico."

5. Read the story and answer the question below.

Kathy is a black girl. She likes to ride her bike in the evening. Most of her time is spent going to school, biking, and studying.

You have just moved into Kathy's neighborhood. You want to know if Kathy would make a good friend.

What matters most to you about Kathy?

- (A) her clothes.
- (B) her color.
- (C) her reputation.
- (D) her hobbies.

6. Imagine that you are a person with a large nose. Others in your family have the same type of nose. Which statement below would best tell how you feel about yourself?
- (A) "Someday, I'm going to have my nose changed."
  - (B) "I like my nose the way it is."
  - (C) "I hate my nose."
  - (D) "I wish my nose weren't so different."
7. There are people from many cultures that live in the United States. Which statement below tells how you feel about people from other cultures?
- (A) People from other cultures can't teach us that much.
  - (B) People of other cultures are not as smart as we are.
  - (C) I can learn different ways of doing things from other cultures.
  - (D) I should learn about my own culture instead of other cultures.
8. The picture below shows three children jumping rope. Barbara has been left out. Danny does not like her because she is always dirty. He told her to get out of their way.



If you were the other boy in the picture, what would you say?

- (A) "Don't bother with it, Danny."
- (B) "You can play later, Barbara."
- (C) "Aw, let her play, Danny."
- (D) "Just leave us alone, Barbara."

9. Read the story below.

Karl is a white child. His family lives on a farm and he doesn't have any kids his age near his home. He wants to have friends at school. Most of the kids there are Indian. He would like to play with Joe and his friends but no white children have ever been allowed in their group. Joe told Karl that he could be a member of their group if he would pay them fifty cents a week.

What should Karl do?

- (A) Go ahead and pay them fifty cents a week to be in their group.
- (B) Karl should forget about trying to make friends with those Indian kids.
- (C) Find some other white kids to help him beat up on Joe and his friends.
- (D) Tell Joe that he is proud to who he is and won't pay to be in their group.

10. Read the story below.

In the Land of Specks the people were very strange. They all wore sunglasses. They wore them on sunny days and rainy days. If someone forgot to wear the sunglasses people would point and stare. The person would be very ashamed. Laws were made so that everyone would wear sunglasses. Anyone who took off sunglasses was badly beaten.

Which statement tells what was most important to the people in the Land of Specks?

- (A) protecting their eyes?
- (B) making Laws?
- (C) being like others?
- (D) punishing bad people?

11. Read the story below.

Faye lives in a small town. Recently, some families from Cuba moved into the town. Faye is excited and wants to meet the Cuban kids.

Faye's parents are angry that these people came. Faye wants to make friends with them, but her parents can't believe that she would want to know people like these.

What is most important to Faye in this story?

- (A) Keeping families from other countries out of her town.
- (B) Choosing friends her parents like.
- (C) Helping her parents feel better about different people.
- (D) Making friends with kids from another country.

12. Read the story below.

Ron Chen was born in China. Before he moved to the United States, he ate fried octopus at least once a week. Susie Baker has never eaten seafood of any kind. Her mother always told her that seafood was bad. Ron and Susie are good friends. He invited her over to try fried octopus for dinner. After some hesitation she tasted it.

Which value did Susie choose in this situation?

- (A) Seafood can really taste good if it's fixed right.
- (B) Octopus is a healthy food for people to eat.
- (C) Friendship is more important than the taste of foods.
- (D) It is important to listen to what parents say.

13. Read the story below.

Three boys in the fifth grade have been playing summer football. Jerry is a black child who is very fast. Last summer, he ran with the ball a lot. He scored many times. Sam is big. When he hits you, you move aside. He would always push the other team players aside so that Jerry could run through the hole and score. Manuel is a small Mexican-American. He could never run or block very well. He sure could kick though. The boys are all good friends. They work hard together to make the team the best it can be.

The three boys in the story are different in many ways. What was one thing that they all valued, or thought was important?

- (A) running with the ball.
- (B) sharing responsibilities.
- (C) playing on the same team.
- (D) having many friends.

14. Read the story below.

About a year ago, Rita Johnson stole and wrecked your bicycle. She denied taking it, but you know she did it. Yesterday you found her silver necklace. The necklace had been given to Rita by her grandmother. No one saw you find it. When you saw Rita in class she was very upset.

What would you do in this situation?

- (A) Give Rita the necklace and talk to her about the bicycle.
- (B) Keep the necklace to help pay for your bike.
- (C) Tell Rita you found the necklace but you won't give it to her.
- (D) Secretly stick the necklace in Rita's desk.

15. Alan is a new student in your class. He thinks that more time in school should be spent studying science. You don't agree with Alan. What would you say to Alan?

- (A) "That's an interesting idea."
- (B) "You're wrong about that."
- (C) "What a dumb idea."
- (D) "Only a real brain would think that."

16. Look at the picture.



Which sentence below is an example of prejudice about the kid in the picture?

- (A) "I haven't met that girl before."
- (B) "That girl has been hurt in some way."
- (C) "That girl looks real weird."
- (D) "I would like to learn more about her."

17. Look at the picture.



Which sentence below is an example of prejudice about the kids in the picture?

- (A) "Those kids sure look dumb."
- (B) "I wonder where they're from?"
- (C) "The kids are shaking hands."
- (D) "I would like to meet them."

18. Read the story below about Maria.

Maria is from Mexico and has just come to your school. Her family has special customs. Their way of life is important to Maria. She hopes that people will like her.

What would you say to Maria?

- (A) "Please speak English, Maria?"
- (B) "Teach me how to say hello in Spanish, Maria."
- (C) "You're lucky you could leave Mexico, Maria."
- (D) "Pretty soon you'll be just like us, Maria."

19. Read the story below.

Shanette Jones is black. She lives with her family in Oakland and goes to an inner-city school. Shanette has decided to change her hair. She likes to have many small braids with jewelry braided into the ends of each one. Shanette feels very good when she looks at her braids swaying from side to side.

Which statement below shows how you feel about Shanette?

- (A) "Shanette is a person I would like to know more about."
- (B) "I think Shanette looks strange like all the rest of her family."
- (C) "I could care less about Shanette and her family."
- (D) "I don't think I could be friends with Shanette."

20. Read the story below.

Leona is a new Indian girl in school. Leona has had a hard time with school. She also has a hard time making friends. One day she met four girls in the hall. She said, "Hi, I'm Leona." The girls told her their names and then walked away. Leona felt left out again.

Later the girls were talking about Leona.

"I think Indians are dumb," said Mary. "I wouldn't want to be seen with her."

"And besides, " said Sue, "My mom says they can't be trusted."

"Hey, you guys, we should get to know her before we say this stuff about her," said Kelly.

"Kelly, you are too nice to those Indian kids," said Barb.

Which girl said what you might have said?

- (A) Mary
- (B) Sue
- (C) Kelly
- (D) Barb

21. Pretend you just got a mini-bike. You think it is great, but your friend says, "Mini-bikes are stupid. They are not safe to ride. You will get hurt."

What answer would you give?

- (A) "What do you know, anyway."
- (B) "I try to ride my bike safely."
- (C) "You're just jealous of my bike."
- (D) "You don't know what's fun."

22. Read the story below.

The kids in your neighborhood always pick on Norman. He wears thick glasses. He studies a lot. He doesn't play very much. Norman helped you solve a puzzle and was very kind to you. Now, Norman has asked you to walk to school with him. He is afraid of the other kids. You would like to help Norman. But you know the other kids will probably start picking on you, too, if you walk with him.

What will you do?

- (A) Tell Norman to quit bugging you.
- (B) Ask Norman to walk ahead of you while you talk.
- (C) Avoid Norman so he won't ask you.
- (D) Walk with Norman and help him meet other kids.

23. Read the story below.

Marta just moved to Eureka from Mexico. She doesn't know very much English. You met her in the hall and after a few minutes decided that she was a very nice girl. You are going to try to help her learn more English.

One day, some of your girl friends saw you talking to Marta. Sandy came up to you later and said, "If you are friends with her we don't want to be friends with you."

What would you say to Sandy?

- (A) "I wasn't talking to her."
- (B) "Mexicans aren't that bad."
- (C) "She asked me if I knew where the bathroom was."
- (D) "She's a nice person and I want to be her friend."

24. Read the story below.

Susan loves to play baseball. Her father helped her learn how to hit and catch the ball. She is as good as any of the boys on the baseball team at school. Susan would like to join the team, but girls have never been allowed on the team. Susan went to the boys and asked them if she could be on the baseball team.

What should the boys say to Susan?

- (A) "We don't think that girls should be allowed to play on the boy's team."
- (B) "Girls just can't play baseball as well as boys."
- (C) "We would like to let you but the other teams would laugh."
- (D) "You will have to tryout to see if you are good enough."

25. Prejudices are different from personal dislikes. Below are five situations. On the line beside the letter of each situation, mark the "P" if it is an example of a prejudice. Mark the "D" if it is a personal dislike.

- \_\_\_\_\_ A. Bill hates fish. Just the thought of it makes him sick. Several times his mother ~~asked~~ cried to get him to taste it. But, he never has.
- \_\_\_\_\_ B. Dan has always tasted a little bite of every food his mother makes. After tasting lobster for the third time, he is sure that he doesn't like the taste.
- \_\_\_\_\_ C. The look on his face tells you that Brad is mean. Someday he might beat me up. I don't trust him at all.
- \_\_\_\_\_ D. Mom's new housekeeper is so quiet. I am sure that she is hiding something. I just hope Mom finds out before it is too late.
- \_\_\_\_\_ E. Gina is an Italian girl. One day George caught her stealing money from his desk at school. George said, "I don't like you Gina because you stole from me."

# PROBE BOOKLET

## DIAGNOSTIC ASSESSMENT TO BE USED WITH PROBE CARDS

GRADES 7-8

### PREPARED BY:

Sally J. Allen & Dale I. Foreman  
The Council for REAL Education

Betsy Burch, Sally Botzler, Cristi Burgess  
Linda Lord, Mary Nethery & Gay Sato  
Humboldt County Office of Education

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Let's try a sample question. Find the **SAMPLE SQUARE** on your answer sheet. Now read the question below.

### SAMPLE QUESTION:

29. Who was the first president of the United States?

- (A) Benjamin Franklin
- (B) John F. Kennedy
- (C) George Washington
- (D) Abraham Lincoln

Find the row in the **SAMPLE SQUARE** that is beside the number 29. Notice that someone marked (C) in this row. Space (C) is marked because George Washington was the first president of the United States.

If you have any questions about how to mark, raise your hand.

BEGIN WHEN YOUR TEACHER TELLS YOU TO DO SO.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PROBE ANSWER SHEET

GRADES 7-8

1. (A) (B) (C) (D)
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b. (P) (D)  
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SAMPLE SQUARE

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| 25. | (A) | (B) | (C) | (D) |
| 26. | (A) | (B) | (C) | (D) |
| 27. | (A) | (B) | (C) | (D) |
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| 29. | (A) | (B) | (X) | (D) |

# TEACHER'S ANSWER KEY

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## PROBE ANSWER SHEET

### GRADES 7-8

1. (A) (B) (C) (E)
2. (A) (E) (C) (D)
3. (A) (B) (E) (D)
4. (A) (E) (C) (D)
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29. (A) (B) (E) (D)

1. Imagine that you grew up in a poor family. You have always had to wear old clothes that were given to you. How would you feel about yourself?
  - (A) "I hate myself. I never look nice enough for kids to want to be with me."
  - (B) "So what if I'm a good person if my clothes are ugly."
  - (C) "I hate my family. Why can't they be rich?"
  - (D) "I like myself no matter what I wear."
  
2. You are different from many of the other boys and girls you know. Which sentence below tells how you feel about being different from them?
  - (A) "I don't like it because I want the kids to like me."
  - (B) "I think my differences make me an interesting person."
  - (C) "I don't want to be different from other children."
  - (D) "I think my differences make it hard to make new friends."
  
3. Read the story below.

San Francisco has a population that is made up of many races and cultures. Jason and his family are from a small town made up of white families. They are moving to San Francisco so his father can get a different job. Jason will have to find new friends.

What would be the BEST thing for Jason to do?

- (A) Make friends with only white, middle-class children.
- (B) Forget about trying to make friends in this town.
- (C) Make friends with kids who do things you like to do.
- (D) Ask his parents if he can stay in his small town with his uncle.

4. Read the part of the newspaper article below.

Luis Rodrigues and his family lost their home in the floods which swept through Eel River Valley last week. Their dairy farm was also damaged. They need help from the other people in the community.

What would you say to the family?

- (A) "Maybe you shouldn't have lived so close to the river."
  - (B) "Luis can stay with us while you find a place to live."
  - (C) "I hope you can find some other place to stay soon."
  - (D) "It might be better for you to go back to Mexico."
5. What is the most important thing to you about the kids in a neighborhood where you live?
- (A) They should all be from my ethnic group.
  - (B) There should be lots of different kinds of kids to choose for friends.
  - (C) The kids should all like to do everything together.
  - (D) Kids from other cultures are OK if I don't have to play with them.
6. Our country is made up of people from many different races and cultural backgrounds. Which statement below tells how you feel about cultural differences?
- (A) I would rather keep each group separate.
  - (B) I am afraid of groups of people who are different from me.
  - (C) I think we should quit letting other cultural groups into our country.
  - (D) I feel lucky to have the chance to get to know these people.

7. Read the story below.

Pam's friends called and asked her to meet them. They mentioned something about forming a club. When she saw the other girls, they were passing a small packet of pills.

"What's that?" Pam asked.

"Speed," Joy said, "they make you feel great and forget all of your troubles. Let's try them."

Pam remembered what she had read about using drugs. She didn't want to take any of the pills, but she didn't want to lose her friends.

What would you do if you were Pam?

- (A) Pretend to take a pill and throw it away.
- (B) Tell the girls you don't want to be with them anymore.
- (C) Tell the girls you don't believe in taking drugs.
- (D) Take the pills so your friends will accept you.

8. Read the story below.

Samantha is a black girl. She has been invited to her friend Carole's birthday party. Carole is white and has mostly white friends. Carole's friends, Kathy and Margo, do not like Samantha. Samantha wants to go to the party because of her friendship with Carole but she doesn't want to be around some of the other girls.

What would you do if you were Samantha?

- (A) Call Carole and tell her that you are sick.
- (B) Go to the party and have a good time with Carole and the others.
- (C) Call Carole and tell her that you won't come if Kathy and Margo come.
- (D) Forget about the party and find some new friends.

9. Randy loved animals. He has never liked people who go deer hunting every year. He believes that it is cruel.

If Randy's friends ask him to go deer hunting with them, what should he do?

- (A) Tell them he doesn't believe in killing deer.
- (B) Tell them they are stupid to want to do that.
- (C) Don't go around with them anymore.
- (D) Go with them so they will remain his friends.

10. Read the paragraph below.

Maggie is from a very strict family background. They do not believe in dancing. Several times during school, Maggie has been asked to go to a dance with a friend. Each time her parents have refused to let her go. When the Prom came, Maggie decided to go with Jason. She told her parents that they were going to a movie. Maggie had always been honest with her parents. But this time they found out Maggie disobeyed them. They restricted her for a month after the dance. Maggie felt that the treatment was very unfair. She had always thought that her parents were interested in what was best for her.

What was important to Maggie in this situation?

- (A) being restricted by her parents.
- (B) finding ways to fool her parents.
- (C) being able to do what her friends do.
- (D) obeying the beliefs of her culture.

11. Read the paragraph below.

The birth of a son is a blessed event in some American cultures. The mother is showered with praise. The father boasts about what a strong family he has. Relatives may honor the family with many gifts. There is much celebration. The birth of a daughter is hardly recognized. Often when the news comes the father is disappointed.

Which one of the sentences below BEST tells the values of the American cultures described above?

- (A) boys are more valued than girls.
- (B) parents are more valued than children.
- (C) gifts are given on almost any occasion.
- (D) daughters are more common than sons.

12. Read the paragraph below.

Ellen is somewhat of a loner. She likes to bake and sew while she's at home. Also she enjoys individual sports like jogging and biking along nature paths. She likes people, but prefers to spend most of her time alone.

How would you describe Ellen?

- (A) Ellen is really quiet and likes to do things by herself.
- (B) Ellen is stuck up and won't associate with anyone.
- (C) Ellen is not friendly to anyone so just avoid her.
- (D) Ellen is a nature freak and sort of strange.

13. Read the paragraph below.

Julio is very religious. He attends church twice a week and only misses if he is very sick. His friend Robert always kids him about it. He says, "You must feel guilty about something. You're always in church." Julio just laughs at Robert. "It is like baseball to you, Robert," he says.

What value does Julio probably have?

- (A) baseball is a waste of time.
- (B) church is an important part of life.
- (C) baseball is an important part of life.
- (D) church helps get rid of guilty feelings.

14. Read the passage below.

Hilda is proud of her German background. She has invited you, as well as several other friends, to her house for a German dinner.

What will you say?

- (A) "The last time I went to a German Restaurant I got sick."
- (B) "Mmm, that sounds like a fun new experience."
- (C) "I think we have something else to do that night."
- (D) "I think I'll bring a sandwich with me just in case I don't like what you serve."

15. Read the story below.

Lily moved into your neighborhood this summer. She and her family used to live on an island in the South Pacific. You have been planning a backyard barbecue and dance which you have invited Lily to. The night of the party everyone arrived wearing jeans or shorts and t-shirts. When Lily came, you were surprised to see her wearing a beautiful sari. How would you react in this situation?

- (A) Ask Lily if she'd like to borrow a pair of shorts and a t-shirt from you.
- (B) Just ignore Lily and pretend she isn't there.
- (C) Tell Lily she looks nice.
- (D) Feel absolutely crummy the whole night.

16. Tanya is a cheerful, rosy-cheeked Italian girl. She has blonde hair and a slight accent. She is always friendly and smiling. Which statement about Tanya shows no evidence of prejudice.

- (A) Tanya is a dumb blonde.
- (B) Italians are very cheerful.
- (C) Tanya is fun to be with.
- (D) Tanya is just like all other Italians.

17. Which statement below shows signs of prejudice?

- (A) The exhibit of African Art had headdresses which were never worn except during tribal ceremonies.
- (B) The Japanese create beautiful designs using paper folding or the art of origami.
- (C) The Indians have used beads and leather to make clothing and jewelry.
- (D) The Chinese scroll painting is a wasteful use of valuable time.

18. Read the paragraph below.

Jamal is visiting his grandparents who happen to be good friends of your parents. He is visiting here from Oakland and speaks with a dialect. Your parents have asked you to entertain Jamal while he's visiting in Eureka. You find that you cannot understand what he's saying sometimes.

How would you handle this situation?

- (A) Tell him to be quiet because you can't understand a word he's saying.
- (B) Mimic the way he speaks to see how he likes it.
- (C) Try to avoid having a conversation with him.
- (D) Ask him politely to explain what he means or to repeat what he has said.

19. Read the passage below.

Tom has been your classmate since first grade. He has always been shorter than everyone else, but no one has ever thought too much about it. He always wanted to play football. Tom says he is small, but he isn't going to let that get in the way of being a part of the football team.

What would you suggest to Tom?

- (A) I think you should try out for the team if that's what you really want.
- (B) We don't need any weak little people on this team.
- (C) The kids will laugh at you.
- (D) You would get trampled, Tom, because you're so little.

20. Read the story below.

Betty grew up loving baseball. When she was in first grade her mother and father bought her a baseball, bat and baseball mitt. She has practiced every chance she gets. Now, she is a very good hitter and third baseman. Betty would like to play baseball on her school's team but only boys are allowed to play. The coach knows that she is better at third base than any kid on the team. He is afraid, however, that the principal would not like his decision to let her play on the team.

What should the coach do?

- (A) Forget the idea knowing that girls will never be allowed on the team.
- (B) Tell Betty that she isn't good enough to play on the boys team.
- (C) Put Betty on the team but list her by a boy's name so everyone thinks she is a boy.
- (D) Go to the school principal and convince him to let her try-out.

21. Read the paragraph below.

An Indian family is planning to move into your neighborhood. Everyone, including your parents, is very upset. They don't want anyone from the "reservation" moving into their neighborhood. You have met their daughter at school. She is very nice and you would like her to be your friend.

What would you do in this situation?

- (A) Tell your family that the Indian family can't be trusted.
- (B) Keep quiet and let the neighborhood do what they want.
- (C) Be friends with her only at school and not around home.
- (D) Tell your family that the Indian family has a right to live there.

22. Read the paragraph below.

Imagine that you have just walked into your classroom. In the corner you see a number of students crowded around one boy. You peek through the crowd. The bullies of the class have taken the books away from a boy you don't like very much. One of the students is pulling the boy around and tearing his shirt. Some girls are giggling and shouting, "Give him a punch!"

What would you do?

- (A) leave the classroom to get away from the fight.
- (B) find a teacher to stop the fight.
- (C) join in the fight to beat up the kid.
- (D) stand back and watch what is happening.

23. Read the story below.

Maria's parents have always told her that white people are bad people. They will steal you blind if they get the chance. Last week a new white family moved in down the street. They have a daughter, Kim, who is Maria's age. Kim has been very friendly to Maria. Maria would like to be her friend but she is afraid of what her parents will say.

What should Maria do?

- (A) avoid Kim so she won't have to make a decision.
- (B) tell her parents that Kim isn't like that.
- (C) tell Kim you don't want to be her friend.
- (D) say hi, but don't become friends.

24. Prejudices are different from personal dislikes. Below are five situations. On the line beside the letter of each situation, mark "P" if it is an example of a prejudice. Mark the "D" if it is a personal dislike.

- \_\_\_\_\_ A. Casey is black. He and Pete, a white student, have been in the same classes together for four years. Several times they have done things together but each time they end up in a fight. Casey has decided that he doesn't want to have anything more to do with Pete.
- \_\_\_\_\_ B. Pedro and his family have moved into an all-white neighborhood. It was very difficult for him. His grandfather always told him that the Mexican-Americans should stay to themselves. Pedro could tell that this would be an unfriendly place to live.
- \_\_\_\_\_ C. Roberta has watched as Cubans have moved into her town. She keeps as far away from them as she can but she is very concerned that many of these foreigners are communists who are here to get even with Americans.
- \_\_\_\_\_ D. Trudy's parents have just divorced. Trudy is feeling really angry toward her father and tells her mother she will never date boys again.
- \_\_\_\_\_ E. Black Eagle is an American Indian. He has lived on the reservation for 18 years. Now he wants to leave to go to college. He doesn't like to live on a restricted land.